

Surname		Other Names	
Centre Number		Candidate Number	
Candidate Signature			

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Vocationally Related Qualification  
 June 2006  
 Intermediate Level



**INTERMEDIATE CERTIFICATE IN  
 COUNSELLING SKILLS**  
**Unit 1 Skills Acquisition and Practice**

**V11W**

Monday 12 June 2006 9.00 am to 10.00 am

**You will need no other materials.**

Time allowed: 1 hour

**Instructions**

- Use blue or black ink or ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- Answer the questions in the spaces provided.
- Do all rough work in this book. Cross through any work you do not want marked.

**Information**

- The maximum mark for this paper is 40.
- The marks for questions are shown in brackets.

For Examiner's Use			
Number	Mark	Number	Mark
1		9	
2		10	
3		11	
4			
5			
6			
7			
8			
Total (Column 1) →			
Total (Column 2) →			
TOTAL			
Examiner's Initials			

Answer **all** questions in the spaces provided.

**1** The following statements are about counselling and counselling skills.

Put a tick (✓) in the box next to each statement to show whether you consider the statement to be **true** or **false**.

	<b>Statement</b>	<b>True</b>	<b>False</b>
(a)	Summarising should be used only at the end of a counselling session.		
(b)	In giving feedback to the talker, the listener should start with positive observations.		
(c)	Empathy and identification are interchangeable terms.		
(d)	Challenges should be made by the listener very early in the counselling relationship in order to establish their authority.		
(e)	Unconditional positive regard involves being non-judgemental.		
(f)	A listener who is using 'genuineness' will be disclosing personal details about themselves.		

(6 marks)

6
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2 The following statements are about counselling skills and the core theories of counselling.

Put a tick (✓) in the box next to each statement to show whether you consider the statement to be **true** or **false**.

	Statement	True	False
(a)	The Egan Model of counselling is especially concerned with devising strategies to solve problems.		
(b)	Identifying blind spots is a key part of helping.		
(c)	Cognitive–Behavioural theory states that ‘to make sense of experience we use reason and intellect’.		
(d)	Psychodynamic theory focuses on the observable parts of human nature.		
(e)	Egan Stage I strategies involve action planning.		
(f)	Humanistic theory sees humans as driven by unconscious urges.		

(6 marks)

6
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**Turn over for the next question**

**Turn over ►**

3 One of the boundaries normally set by a helper is the time boundary.

Name **two** other sorts of boundaries that may be set.

(a).....  
(1 mark)

(b).....  
(1 mark)

2

4 It is important for the listener to be alert to the talker's non-verbal signals (body language).

List **three** different non-verbal signals that you, as a listener, might be aware of during a counselling session.

1.....  
(1 mark)

2.....  
(1 mark)

3.....  
(1 mark)

3

5 This question is about self-disclosure by the helper during a counselling session.

From the list below, select **two key benefits** and **two possible risks** involved in self-disclosure.

Write your answers in the appropriate box.

Appearing weak

Working ethically

Sharing experience

Shifting the focus

Showing genuineness

Keeping to boundaries

**Key benefits:**

1.....

2.....

**Possible risks:**

1.....

2.....

(4 marks)

4

6 Developing and maintaining the helping relationship can include the use of challenge.

Describe **two** examples of client behaviour where challenge may be appropriate.

1.....

.....

(2 marks)

2.....

.....

(2 marks)

4

Turn over ►

7 Describe how a counsellor might prepare their client for the ending of their course of sessions together.

.....  
.....  
.....  
.....

(3 marks)

3

8 There are several types of question that a helper might ask, including:

- open**                      **closed**                      **rhetorical**
- leading**                      **hypothetical**

Which type of question is being asked in each of the examples given below?

Write your answers in the spaces provided.

(a) 'When you put yourself in your mother's shoes, can you see her point of view?'

.....  
(1 mark)

(b) 'Did you say that you have two sisters?'

.....  
(1 mark)

(c) 'Do you agree with me that families need to be together?'

.....  
(1 mark)

3

9 For goal-setting to be effective, a number of criteria need to be met.

From the list below, select the **three** most important criteria for effective goal-setting, placing a tick (✓) in each of the appropriate boxes.

- (i) Needs to be time-limited
- (ii) Used when 'stuck'
- (iii) Should be measurable
- (iv) Should be realistic
- (v) Enables the counsellor to lead the client

(3 marks)

3
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10 The following statements are definitions of counselling skills used by a helper.

Write the name of each defined skill in the space provided.

- (a) Restating the client's meaning using different words

.....  
(1 mark)

- (b) Presenting facts or feelings to highlight a discrepancy

.....  
(1 mark)

- (c) Feeding back the client's feelings within a statement

.....  
(1 mark)

- (d) Communicating understanding of half-hidden meanings

.....  
(1 mark)

4
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**Turn over for the next question**

**Turn over ►**

**11** Managing silence can be a useful tool in counselling.

Put a tick (✓) against the **two** most appropriate reasons for a helper to use silence.

- (i) To show disapproval
- (ii) To allow the talker time to process what has been said
- (iii) To give the helper time to switch off
- (iv) To facilitate deeper thinking about an issue
- (v) To stop the flow of emotion from the talker

(2 marks)

2
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**END OF QUESTIONS**