



## **Vocationally Related Qualification**

# **Counselling 0505**

## **V11W Skills Acquisition and Practice**

# **Mark Scheme**

*2007 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2007 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

**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**.

Statement		True	False
(a)	Counsellors should regularly examine their own lifestyles and inner lives.	✓	
(b)	Paraphrasing should be long and detailed.		✓
(c)	Counselling skills are just a set of techniques.		✓
(d)	The counsellor's theoretical knowledge will decide the outcome of work with a client.		✓
(e)	A counsellor working in a cross-cultural setting will gain by learning about local customs and practices.	✓	
(f)	The best helpers are those who believe that they have the answers to life's problems.		✓

1 mark for each correct response.

**(6 marks available for this question)**

- 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 superego is involved with gaining pleasure through self-gratification.		✓
(b)	The Cognitive-Behavioural counsellor often focuses on the analysis of dreams.		✓
(c)	When Transference takes place, the talker may respond to the helper as if they are a figure from the talker's past.	✓	
(d)	The Person-Centred Approach is a type of directive counselling.		✓
(e)	Empathy is where the helper feels just the same as the talker.		✓
(f)	Cognitive Therapy involves the correction of faulty beliefs.	✓	

1 mark for each correct response.

**(6 marks available for this question)**

**3** Minimal non-verbal ‘encouragers’ include:

Nodding	(1 mark)
Smiling	(1 mark)
Hand/arm gestures	(1 mark)
Open posture	(1 mark)
Saying ‘Uh-hu’, Mmmm’ etc	(1 mark)
Leaning forward slightly	(1 mark)
Eye contact	(1 mark)
Mirroring	(1 mark)
Facial expression	(1 mark)

Just saying ‘active listening’ or ‘body language’ will not gain a mark. There needs to be specific reference to a non-verbal encourager, as above.

‘Core conditions’ do not get a mark – not necessarily non-verbal.

**(3 marks available for this question)**

**4** Reasons why a counsellor may need to refer a client.

Clients requiring medical or other specialised services	(1 mark)
Client appears to need psychiatric assessment	(1 mark)
Problem beyond the limits or expertise of the counsellor	(1 mark)
Transference issues not able to be resolved	(1 mark)
Language problems	(1 mark)
Not sufficient time available to deal with long-term work	(1 mark)
Theoretical orientation may not be suitable	(1 mark)
Realisation that counsellor knows client, or someone close to client	(1 mark)
Relationship or confidentiality becomes compromised	(1 mark)
If there is a safety risk to the counsellor	(1 mark)
Cultural or other beliefs too divergent background	(1 mark)
Presenting issue has too much resonance with counsellor	(1 mark)
If requested by the client	(1 mark)

**(3 marks available for this question)**

5 When working on goal-setting with a client, a counsellor needs to help the client to be specific. In the table below identify whether the stated goal is either general or specific by placing a tick in the appropriate box.

	Stated Goal	General	Specific
(a)	Play more with children	✓	
(b)	Invite three friends to dinner next Wednesday		✓
(c)	Raise my self-esteem	✓	
(d)	Think about taking a holiday in the next couple of months	✓	

1 mark for each correct response

**(4 marks available for this question)**

6 (a) Reason for careful use of challenge:

- Client may feel attacked (1 mark)
- May become defensive (1 mark)
- May blame counsellor (1 mark)
- Could be seen as retaliation (1 mark)
- May feel judged by counsellor (1 mark)
- Could affect on-going relationship with counsellor (1 mark)
- May cause client to retreat and block (1 mark)
- Relationship not well enough established (1 mark)
- Talker not psychologically robust enough at that time (1 mark)

One mark for each of the two required responses.

(b) Something on the lines of:

- ‘I’ve noticed that you frequently criticise your husband here, but you seem totally accepting of him when you are together, what do you think this might be about?’ (2 marks)
- For a sound complete challenge that highlights dissonance (2 marks)
- For an implied dissonance (1 mark)
- For superficial phrase (1 mark)

No mark if no **challenge** is involved or if the response refers **only** to **technique**

**(4 marks available for this question)**

7 Of the six possible options given below, select the **three** that are most likely to be effective, and tick the appropriate box.

- (a) Using his personal values Andrew should persuade Helen that help is needed.
- (b) He should challenge or confront this resistance.
- (c) He should impose his will on Helen to get her to change.
- (d) He should ignore her resistance and just ask her to continue.
- (e) He should consider referral.
- (f) He should use immediacy to bring the issue into the open.

**(3 marks available for this question)**

8 Clients often appear to be talking about their feelings when they are actually their thoughts. Decide whether the following responses are either thoughts or feelings.

Tick the appropriate box – note only one box in each row should be ticked.

	<b>Response</b>	<b>Thought</b>	<b>Feeling</b>
(a)	I feel I'd like to know him better.	✓	
(b)	I feel anger welling up inside whenever I meet her.		✓
(c)	I feel that we could work well together.	✓	
(d)	I feel washed out after that long meeting.		✓
(e)	I feel it would be good for him.	✓	

**(5 marks available for this question)**

9 The following statements relate to endings in counselling.

Tick the **three** statements that are most likely to lead to satisfactory endings.

- |  |                                     |
|--|-------------------------------------|
| (a) Suggest some goals that the client should set themselves.            | <input type="checkbox"/>            |
| (b) Encourage the client to introduce new topics.                        | <input type="checkbox"/>            |
| (c) Review and summarise key points.                                     | <input checked="" type="checkbox"/> |
| (d) Point out that the client can always telephone you after the ending. | <input type="checkbox"/>            |
| (e) Prepare the client well ahead for termination phase.                 | <input checked="" type="checkbox"/> |
| (f) Check out the client’s feelings about the ending.                    | <input checked="" type="checkbox"/> |

**(3 marks available for this question)**

10 Below are **three** definitions of counselling skills. Read each definition then enter the name of the actual skill in the box alongside each definition.

	Definition	Name of Skill
(a)	Requesting information from a client in a way that encourages them to expand on an issue.	Open Question Probing or probing questions (1 mark)
(b)	Pointing out to the client discrepancies or inconsistencies in their feelings or behaviour.	Challenge or confrontation (1 mark)
(c)	Feeding back to the client, briefly and in a slightly altered form, some key aspects of their ‘story’.	Paraphrasing (1 mark)

**(3 marks available for this question)**

**(40 marks available for overall test)**



---

**INTERMEDIATE CERTIFICATE IN COUNSELLING SKILLS CERTIFICATE (0505)**

<b>Assessment Objective</b>	<b>Question which addresses this Assessment Objective</b>
Know the meaning of the term Counselling Skills as defined by the BACP. *	1, 3, 8, 9
Know the place of counselling skills on a helping continuum.	1, 3, 7
Know health and safety precautions	3, 7
Understand how counselling skills relate to helping as a process.	1, 3, 6, 7
Identify and demonstrate the Active Listening Skills required for establishing a helping relationship.	1, 2, 7, 9
Understand the need to move helping interviews forward.	3, 7
Understand, at a basic level, some concepts from the three main "roots" of counselling.	2 (a) to 2 (f)
Demonstrate the skills needed to develop and maintain the helping relationship.	6, 7
Understand how endings are an integral aspect of the helping process.	7, 9
Demonstrate how endings are an opportunity for growth, in relation to goal and target setting.	5, 9
Demonstrate the appropriate skills to conclude a helping relationship.	9

\* meaning of the term is not currently defined by BACP.