



Vocationally Related Qualification

Intermediate Certificate in Counselling Skills

Specification 0505

Unit 1 Skills Acquisition and Practice

Mark Scheme

2008 examination - June series

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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)	Empathy can be demonstrated by the counsellor relating their own experience of a situation to the client.		✓
(b)	Paraphrasing allows the counsellor to check on the accuracy of their listening.	✓	
(c)	Congruence means that there is a mismatch between what is said and the accompanying body language.		✓
(d)	Advanced Empathy involves working in the ‘here and now’.	✓	
(e)	Counsellors should not challenge the client’s habitual ways of reacting to a situation.		✓
(f)	Counselling supervision is only carried out on a one-to-one basis.		✓

1 mark for each correct response.

(6 marks available for this question)

2 The following statements are about the **three** major theoretical approaches to 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)	Psychodynamic counselling focuses on promoting human potential.		✓
(b)	The cognitive-behavioural counsellor will try to seek out faulty beliefs.	✓	
(c)	The concept of ego is commonly used in psychodynamic counselling.	✓	
(d)	Person-centred counselling arose out of work by the psychotherapist Carl Rogers.	✓	
(e)	Person-centred counselling concentrates on finding evidence for negative thinking.		✓
(f)	A prominent feature of cognitive-behavioural therapy is the analysis of transference.		✓

1 mark for each correct response.

(6 marks available for this question)

3 Give **three** important considerations to take into account when goal-setting.

These should relate directly to the goal-setting process and each should offer a different perspective.

Solution

Relevant examples include:

- Need to be time-limited, are measurable, should be realistic, should be concrete *(1 mark each for these)*
- Should be framed using action words (verbs) *(1 mark)*
- Goal should originate from the client not the counsellor *(1 mark)*
- The client is at the right stage of therapy. *(1 mark)*

The acronym SMART does **not** warrant a mark.

(3 marks available for this question)

4 In the BACP Ethical Framework ‘Non-Maleficence’ is described as ‘a commitment to avoiding harm to the client’.

Give **three** examples of the types of ‘harm’ that the counsellor should avoid creating in their relationship with the client.

Solution

A mark should be given for examples related to ethical considerations, such as:

Exploitative relationships: sexual, financial, coercive, encouragement of dependency, forcing of counsellor’s values or beliefs, colluding with client, counsellor not qualified or working beyond level of competence.

Any other example of deliberate abuses of power. *(1 mark for each of these)*

Also acceptable are: interfering directly in client’s life, breaking confidentiality or encouraging clients to withdraw too early from medication.

(3 marks available for this question)

5 Self-disclosure by the counsellor can be valuable but should be used sparingly.

Describe **two** risks and **two** benefits of self-disclosure by the counsellor.

Solution

Risks:

may change counsellor/client relationship, move focus onto counsellor, make counsellor seem weak, create false sense of intimacy, client may model their behaviour on the counsellor.

(2 marks)

Solution

Benefits:

make counsellor seem more ‘human’, give ‘fellow-feeling’, make it easier for client to disclose, can normalise the issue, may strengthen the trust in the relationship.

Not: empathy, can move the process forward, not seeing things from client’s perspective.

(2 marks)

(4 marks available for this question)

- 6 (a) In some circumstances a counsellor may need to refer their client to another person or agency.

From the options given below choose the **two** most sound reasons for referring a client. Place a tick (✓) in the appropriate box.

Solution

- | | |
|--|-------------------------------------|
| (i) Client has become very emotional | <input type="checkbox"/> |
| (ii) Counsellor feels sexually attracted to the client | <input type="checkbox"/> |
| (iii) Client exhibits signs of mental disorder | <input checked="" type="checkbox"/> |
| (iv) Counsellor becomes aware that the client is closely related to the counsellors supervisor | <input checked="" type="checkbox"/> |
| (v) Client attempts to hug the counsellor | <input type="checkbox"/> |

(2 marks)

- (b) When referring a client the counsellor should proceed ethically. From the following options set out below choose the **two** best courses of action to be taken by the counsellor when referring a client. Place a tick (✓) in the appropriate box.

- | | |
|---|-------------------------------------|
| (i) Send all counselling notes to place of referral | <input type="checkbox"/> |
| (ii) Discuss the possibility of referral with client first | <input checked="" type="checkbox"/> |
| (iii) Set up referral then let client know what is happening | <input type="checkbox"/> |
| (iv) Provide referral agency with summary of help already given | <input checked="" type="checkbox"/> |
| (v) Agree to see client again at the end of their referral sessions | <input type="checkbox"/> |

(2 marks)

(4 marks available for this question)

7 The Johari Window can act as an aid to self-awareness. It consists of four ‘areas’ the ‘Arena’ or ‘Open’ area contains *information that is known to that person **and** known to others.*

(a) What type of information is contained within the ‘Blind Area’?

Solution – both parts are needed for one mark.

Information that is unknown to that person **and** known to others. (1 mark)

(b) What type of information is contained within the ‘Hidden Area’?

Solution – both parts are needed for one mark.

Information that is known to that person **and** unknown to others. (1 mark)

(c) What type of information is contained within the ‘Unknown Area’?

Solution – both parts are needed for one mark.

Information that is unknown to that person **and** unknown to others (sometimes represented as the unconscious part of the mind) (1 mark)

(3 marks available for this question)

8 Active listening involves more than just passively receiving information.

Describe **three** things that an active listener might be doing in a counselling session.

Solution

Acceptable responses include:

Close observation of body language including breathing changes (1 mark)

Listening for total meaning: factual content plus associated feelings (1 mark)

Listening for vocal changes eg stress tones, hesitations, emphases (1 mark)

Listening to yourself (as counsellor) to be aware of bias, filters’ etc (1 mark)

Remaining alert and showing interest throughout session (1 mark)

Be constantly aware of own body language signals (1 mark)

The responding skills of:

Paraphrasing (1 mark)

Reflecting (1 mark)

Clarifying (1 mark)

Summarising (1 mark)

Answers should emphasise what the listener is *doing*, rather than not doing.

(3 marks available for this question)

- 9 There are a number of different types of questions used in counselling. In the spaces below construct an actual example of a question that clearly fits the type given.
Closed
Hypothetical
Open

Solution

To receive the mark, responses should be sound examples of each type of question. It is possible that a question might fall into two categories eg hypothetical and open but only one mark can be given for responses and they must be directly related to the given category. *(3 marks)*

(3 marks available for this question)

- 10 It is important for a counsellor to quickly establish an effective helping relationship with a client.

Describe **three** things that a counsellor could do, in the first couple of sessions, to build this relationship.

Solution

Acceptable responses for 1 mark include:

Adjust vocabulary to client's level

Relate to client as unique human being

(1 mark)

Provide safe space for expression of feelings

(1 mark)

Also **three** core conditions:

Provide empathic understanding

(1 mark)

Show unconditional acceptance

(1 mark)

Congruence of verbal and non-verbal expression of counsellor

(1 mark)

Establish clear boundaries from outset

(1 mark)

Vague terms such as "active listening" are not acceptable.

Also acceptable is a response which, in the judgement of the examiner directly related to actions of relationship-building by the counsellor.

(3 marks available for this question)

- 11** This question is about two concepts from Humanistic theory. From the list below select the one that most accurately describes the concepts listed and write it in the appropriate box.

Write your answer in the space provided.

Concerned with the whole person

Achieving one’s potential

Values placed on one by someone else

The act of valuing oneself

Sharing one’s thoughts, feelings

Moving towards fulfilling one’s potential

<i>Actualising Tendency</i>	Moving towards fulfilling one’s potential	<i>(1 mark)</i>
<i>Conditions of Worth</i>	Values placed on one by someone else	<i>(1 mark)</i>

(2 marks available for this question)

(40 marks available for overall test)

INTERMEDIATE CERTIFICATE IN COUNSELLING SKILLS CERTIFICATE (0505)

Assessment Objective	Question which addresses this Assessment Objective
Know the meaning of the term Counselling Skills as defined by the BACP. *	1, 4
Know the place of counselling skills on a helping continuum.	4, 5, 7
Know health and safety precautions	4, 6
Understand how counselling skills relate to helping as a process.	1, 4, 5, 6, 7, 9
Identify and demonstrate the Active Listening Skills required for establishing a helping relationship.	1, 7, 8, 9, 10
Understand the need to move helping interviews forward.	1, 4, 8, 10
Understand, at a basic level, some concepts from the three main "roots" of counselling.	2, 11
Demonstrate the skills needed to develop and maintain the helping relationship.	1, 5, 6, 8, 9, 10
Understand how endings are an integral aspect of the helping process.	3, 6
Demonstrate how endings are an opportunity for growth, in relation to goal and target setting.	3
Demonstrate the appropriate skills to conclude a helping relationship.	3

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