**AIM Awards Level 3 Counselling**

**Counselling Theory**

**Marking Scheme**

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| **No.** | **Question** | **Accepted Responses\*** | **Marks Available** | **Assessment Criterion covered by this question** |
| **1** | State which of the three main approaches is most likely to use this concept |  |  | 1.1 |
| **a** | Unconditional positive regard | Humanistic and/or Person-Centred | 1 mark |
| **b** | Negative automatic thoughts | Cognitive-Behavioural | 1 mark |
| **c** | Transference | Psychodynamic | 1 mark |
| **2** | Name a theorist well known for developing the following approach |  |  | 1.1 |
| **a** | Psychodynamic | (Sigmund) Freud or (Carl) Jung or (Melanie) Klein | 1 mark |
| **b** | Humanistic | (Carl) Rogers or (Abraham) Maslow | 1 mark |
| **c** | Cognitive-Behavioural | (Aaron) Beck or (Albert) Ellis | 1 mark |
| **3** | For each definition state the key theoretical concept you believe is being defined: |  |  | 1.2 |
| 1 ”an enduring concept, assumption or core belief about oneself, others and events generally” | Schema | 1 mark |
| 2 “ to sense the client’s private world as if it were your own, but without ever losing the “as if’ quality....” | Empathy or Empathic understanding | 1 mark |
| 3 ” the phenomenon in counselling and therapy whereby the client unconsciously relates to the counsellor/therapist as if to a significant person………from thepast.”  4“ a concept referring to the development phase of the earliest months in which the baby frequently splits her/his experience of a parent into categories of good and bad” | Transference  Paranoid-schizoid position | 1 mark  1 mark |
| **4** | For each of the definitions provided above, state which of the three main approaches to counselling (Cognitive-Behavioural, Humanistic, Psychodynamic) is most likely to use the concept being defined: |  |  | 1.2 |
| 1 | Cognitive-Behavioural | 1 mark |
| 2 | Humanistic | 1 mark |
| 3 | Psychodynamic | 1 mark |
| 4 | Psychodynamic | 1 mark |
| **5** | State which of the three main approaches to counselling (Cognitive-Behavioural, Humanistic, Psychodynamic) is most likely to use the intervention being described: |  |  | 1.3 |
| 1 Interpretation of dreams | Psychodynamic | 1 mark |
| 2 Gestalt experiments | Humanistic | 1 mark |
| 3 Using Socratic questions | Cognitive-Behavioural | 1 mark |
| **6a** | In psychodynamic theory, what is the function of defence mechanisms ? | Accept either:   * To ward off anxiety from the ego by various means. * To keep painful or unacceptable experience away from the conscious mind | 1 mark | 1.1, 2.1, 2.2 |

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| **b** | Names and define 3 specific defence mechanisms. | Accept any three from the following:   * Repression : forgetting something and remaining unaware of having done this. * Denial : refusal to accept reality * Displacement : directing feelings from one object/person/thing to another * Idealisation : investing an object/person/thing with unrealistic positive attributes * Projection : externalizing an unacceptable feeling or impulse ; attributing to others qualities which properly belong within oneself * Reaction formation : Adopting thoughts, feelings and behaviours which are the opposite of one’s true thoughts and feelings * Regression : Resuming behaviours appropriate to an earlier stage of development * Splitting : Perceiving an object/person/thing, or oneself, as fundamentally divided into separate parts ; seeing an object/person/thing as 100% good or bad * Sublimation : Trying to replacing supposedly base instincts with nobler behaviour | 6 marks.  Up to 3 marks for correctly named defence mechanisms.  Up to 3 marks for correctly defined defence mechanisms. |  |

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| **c** | Why might defence mechanisms be a useful idea in counselling? | Answers should cover both points   * Using interpretation to help clients gain insight into how they use defence mechanisms can overcome resistance and free up repressed energy. * The client can then experience less anxiety and live a fuller and more satisfying life | Up to 2 marks  1 mark per point covered |  |
| **7** | Define Rogers’s concept of the actualizing tendency | Accept any reasonable definition eg:   * Basic motivating drive * Movement toward fulfilment of potential * innate tendency to grow, expand, extend and mature. | 1 mark | 1.1, 2.1, 2.2 |
|  | What evidence might support the value of this idea, and what might negate it? | Accept any reasonable answer eg:  **Support** :   * observation of natural world * clients tend to respond to the necessary and sufficient conditions by developing in surprisingly positive ways .   **Negate** :   * Destructive human behaviour is so extreme and common that it cannot be explained by unfavourable conditions. | 2 marks  1 mark for acceptable evidence for support and 1 mark for acceptable evidence for negate |

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| **8a** | Name and define with examples 3 of the main interventions used by cognitive therapists. | Accept any three from the following:   * Challenging/disputing unhelpful beliefs/behaviours :helping clients become aware of such beliefs/behaviours : “Have you considered that that might not be true/necessary..?” * Socratic questioning : questions which encourage clients to examine their beliefs : e.g. “Does this belief seem reasonable ?” ; “What is the evidence for this belief ?” * Hypothesis testing : setting up experiments that encourage clients to test the reality of their beliefs : e.g. trying out committing to a relationship despite beliefs that it will fail. * Reframing/refashioning beliefs : helping clients replace unhelpful belief with a more realistic alternative : e.g. replacing “I must be the best at everything I do “ with “I am adequate no matter what” * Rating : helping clients use 1-10 scales to gain insight : e.g rating experience of mastery and pleasure experienced in a given activity * Rehearsing behaviour/role playing : trying out alternative behaviour in session : e.g. “Imagine you are getting on to the plane now…what are some different ways you could feel/react ?” * Assigning homework : giving tasks which help in learning skills, build confidence and support the lasting effects of counselling : keeping a thought diary | 9 marks.  Up to 3 marks for correctly named interventions.  Up to 3 marks for correctly defined interventions  Up to 3 marks for correctly exemplified interventions | 1.1, 2.1, 2.2 |
| **b** | Why might these interventions be useful in counselling? | Accept any reasonable answer eg:   * If unhelpful/irrational/unrealistic thoughts/beliefs/cognitions are the source of the client’s problems then such interventions are the most appropriate ones * They can help clients learn new ways of thinking and behaving which can result in rapid relief from symptoms * They can work well with clients who do not want to examine deeper issues * They are suited to short-term/brief counselling. | 1 mark |

\*The accepted responses are not exclusive, examiners are expected to use their professional judgement to give credit to other equally acceptable responses that address the question.

Distribution of marks:

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| **Question** | **Number of marks** | **Criteria Covered** | **Weighting (%)** |
| **1** | 3 | 1.1 | 8% |
| **2** | 3 | 1.1 | 8% |
| **3** | 4 | 1.2 | 10% |
| **4** | 4 | 1.2 | 10% |
| **5** | 3 | 1.3 | 8% |
| **6** | 9 | 1.1, 2.1, 2.2 | 22% |
| **7** | 3 | 1.1, 2.1, 2.2 | 8% |
| **8** | 10 | 1.1, 2.1, 2.2 | 26% |
| **Total** | **39** |

Agreed pass mark of 28

This assessment is designed to assess the indicated assessment criteria indicated in the unit below.

Writers will ensure:

* All assessment criteria are covered in the assessment
* There is balancing of the distribution of marks across the assessment criteria (marks do not have to be evenly split across all questions, but there should be a reasonable balance

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| Shaded assessment criteria are not assessed by this examination |

Unit Credit Value: 9

Unit Level: Three

Unit Guided Learning Hours: 45

Ofqual Unit Reference Number: F/506/3053

| **LEARNING OUTCOMES** | **ASSESSMENT CRITERIA** |
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| **The learner will:** | **The learner can:** |
| 1. Understand the key concepts in the **main approaches to counselling** | * 1. Explain the view taken of the development and perpetuation of psychological problems as seen by each of the approaches   2. Distinguish between the nature and process of therapeutic change as seen by each of the approaches   3. Summarise the key therapeutic interventions typical of each of the approaches |
| 1. Understand the **strengths and limitations of the main approaches to counselling** | * 1. Explain the key strengths for each of the approaches   2. Explain the key limitations for each of the approaches |
| 1. Understand the **strengths and limitations of an integrative approach** to counselling | * 1. Describe an integrative approach to counselling   2. Discuss the potential advantages for practice of an integrative approach to counselling   3. Discuss the potential disadvantages for practice of an integrative approach to counselling |

The [qualification specification](http://aimawards.org.uk/wp-content/uploads/units/spec_documents/AIM-Awards-Level-3-Certificate-in-Counselling--QCF--V2-Oct-14.pdf) contains full information on the qualification.