**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, 1.2 |
| **a** | Conditions of worth | Humanistic and/or Person-Centred | 1 mark |
| **b** | Conditioned response | Cognitive-Behavioural | 1 mark |
| **c** | Countertransference | Psychodynamic | 1 mark |
| **2** | Give an example of a theorist well known for developing the following idea: |  |  | 1.1, 1.2, 1.3 |
| **a** | Actualising Tendency | (Carl) Rogers or (Abraham) | 1 mark |
| **b** | Splitting | (Melanie) Klein or (Sigmund) Freud or (Ronald)/(W.R.D). Fairbairn | 1 mark |
| **c** | Negative Automatic Thoughts | (Aaron) Beck or (Albert) Ellis | 1 mark |
| **3** | For each definition state the key theoretical concept, idea or intervention you believe is being defined: |  |  | 1.2 |
| 1 “the view that human beings are motivated by various needs, and that these needs can be clearly prioritised” | (Maslow’s) Hierarchy of Needs | 1 mark |
| 2 “a metaphor for the psychologically containing attitude of the counsellor towards the client” | Holding | 1 mark |
| 3 “an assignment agreed with and carried out by a client between one counselling session and another” | Homework | 1 mark |

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|  | 4 “the deliberate practice of identifying with clients empirical and achievable objectives” | Goal-setting | 1 mark |  |
| **4** | 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 | Humanistic | 1 mark |
| 2 | Psychodynamic | 1 mark |
| 3 | Cognitive-Behavioural | 1 mark |
| 4 | Cognitive-Behavioural | 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 Empty chair technique | Humanistic (accept Gestalt) | 1 mark |
| 2 Use of countertransference | Psychodynamic | 1 mark |
| 3 Disputing irrational beliefs | Cognitive-Behavioural | 1 mark |

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| **6a** | How might humanistic theory help Rosemary understand what may be happening in this scenario?In your answer, give some examples of relevant key theoretical concepts and explain how they might be useful.  | E.g. Rosemary was succeeding initially in providing the necessary and sufficient conditions but something may have occurred during the 3rd session which she needs to understand ; Zainab’s existing conditions of worth, perhaps reinforced by the husband’s behaviour, may be inhibiting her actualizing tendency | Up to 3 marks**3 marks** when theory clearly linked to scenario with appropriate example**2 marks** when theory is appropriate but only tenuously linked to the scenario **1 mark** when theoretical concepts mentioned but not explored or linked**0 marks** where explanation is general and unrelated to the scenario or could be related to any scenario | 2.1, 2.2 |
| **b** | Give some examples of how Rosemary might respond to Zainab if she was working from a humanistic perspective.In your answer, explain why your suggestions about what Rosemary could say might be helpful to Zainab.  | E.g. Rosemary might seek to communicate empathic understanding of how difficult it may be for Zainab to feel disappointed in the counselling process/Rosemary’s apparent attitude towards her. Rosemary might use careful self-disclosure regarding her real experience of Zainab. | Up to 3 marks**3 marks** when theory clearly linked to scenario with appropriate example**2 marks** when theory is appropriate but only tenuously linked to the scenario **1 mark** when theoretical concepts mentioned but not explored or linked**0 marks** where explanation is general and unrelated to the scenario or could be related to any scenario |

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| **7a** | How might cognitive-behavioural theory help Rosemary understand what may be happening in this scenario? In your answer, give some examples of relevant key theoretical concepts and explain how they might be useful. | E.g. Zainab’s belief that nothing she does will ever be good enough is a ‘hot cognition’ or NAT which has been triggered by something that has occurred since the last session | Up to 3 marks**3 marks** when theory clearly linked to scenario with appropriate example**2 marks** when theory is appropriate but only tenuously linked to the scenario **1 mark** when theoretical concepts mentioned but not explored or linked**0 marks** where explanation is general and unrelated to the scenario or could be related to any scenario | 2.1, 2.2 |
| **b** | Give some examples of how Rosemary might respond to Zainab if she was working from a cognitive-behavioural perspective. In your answer, explain why your suggestions about what Rosemary could say might be helpful to Zainab.  | E,g. Rosemary might try to engage Zainab in identifying why this belief has arisen again and to find ways in which its validity can be examined and challenged | Up to 3 marks**3 marks** when theory clearly linked to scenario with appropriate example**2 marks** when theory is appropriate but only tenuously linked to the scenario **1 mark** when theoretical concepts mentioned but not explored or linked**0 marks** where explanation is general and unrelated to the scenario or could be related to any scenario |

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| **8a** | How might psychodynamic theory help Rosemary understand what may be happening in this scenario? In your answer, give some examples of relevant key theoretical concepts and explain how they might be useful.  | E.g. Zainab’s response is an example of a developing negative transference. Rosemary needs to try to understand where this has come from in terms of the therapeutic relationship, Zainab’s history and Zainab’s relationship with her husband. | Up to 3 marks**3 marks** when theory clearly linked to scenario with appropriate example**2 marks** when theory is appropriate but only tenuously linked to the scenario **1 mark** when theoretical concepts mentioned but not explored or linked**0 marks** where explanation is general and unrelated to the scenario or could be related to any scenario | 2.1, 2.2 |
| **b** | Give some examples of how Rosemary might respond to Zainab if she was working from a psychodynamic perspective. In your answer, explain why your suggestions about what Rosemary could say might be helpful to Zainab.  | Rosemary might offer an interpretation concerning the possible influence of Zainab’s previous experience, and that of her experience of her husband, on how she perceives Rosemary. | Up to 3 marks**3 marks** when theory clearly linked to scenario with appropriate example**2 marks** when theory is appropriate but only tenuously linked to the scenario **1 mark** when theoretical concepts mentioned but not explored or linked**0 marks** where explanation is general and unrelated to the scenario or could be related to any scenario |

\*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, 1.2 | 9% |
| **2** | 3  | 1.1, 1.2, 1.3 | 9% |
| **3** | 4  | 1.2 | 11% |
| **4** | 4  | 1.2 | 11% |
| **5** | 3  | 1.3 | 9% |
| **6** | 6 | 2.1, 2.2 | 17% |
| **7** | 6 | 2.1, 2.2 | 17% |
| **8** | 6 | 2.1, 2.2 | 17% |
| **Total** | **35** |

Pass Mark: 23

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
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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.