



Level 2 Certificate in Counselling Skills
Marking Scheme
June 2018 Series

| No | Question | Accepted Responses* | Marks Available | Assessment Criterion | | | | | | | | | | | | | | | | | | |
|--|---|--|--|----------------------|-------|--|--|---|--|---|--|--|--|---|--|--|---|--|---|--|--|-----|
| 1 | Which statement is true ? Put an X in the correct box. | C | 1 mark | 1.2 | | | | | | | | | | | | | | | | | | |
| 2 | Which statement is true ? Put an X in the correct box. | B | 1 mark | 1.2 | | | | | | | | | | | | | | | | | | |
| 3 | Which statement is true ? Put an X in the correct box. | A | 1 mark | 1.2 | | | | | | | | | | | | | | | | | | |
| 4 | Give two examples of topics someone might want to speak to a counsellor about. | Any topic that is given as an example. | up to 2 marks available 1 mark for a correct example | 1.2 | | | | | | | | | | | | | | | | | | |
| 5 | The following statements are about contracts and contracting. Put a tick (✓) in the box next to each word to show whether you consider it to be a helping skill or not. | <table border="1"> <thead> <tr> <th>Words</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Contracts should be very detailed and cover every eventuality.</td> <td></td> <td>✓</td> </tr> <tr> <td>Contacts should cover confidentiality.</td> <td>✓</td> <td></td> </tr> <tr> <td>Counsellors should always give a client a contract before the first session.</td> <td></td> <td>✓</td> </tr> <tr> <td>Before you make a contract, you need to show it to a legally trained professional.</td> <td></td> <td>✓</td> </tr> <tr> <td>If you have not contracted with a client, then you are not allowed to share any information they give you.</td> <td>✓</td> <td></td> </tr> </tbody> </table> | Words | True | False | Contracts should be very detailed and cover every eventuality. | | ✓ | Contacts should cover confidentiality. | ✓ | | Counsellors should always give a client a contract before the first session. | | ✓ | Before you make a contract, you need to show it to a legally trained professional. | | ✓ | If you have not contracted with a client, then you are not allowed to share any information they give you. | ✓ | | (1 mark for each response) (6 marks available for this question) | 2.1 |
| Words | True | False | | | | | | | | | | | | | | | | | | | | |
| Contracts should be very detailed and cover every eventuality. | | ✓ | | | | | | | | | | | | | | | | | | | | |
| Contacts should cover confidentiality. | ✓ | | | | | | | | | | | | | | | | | | | | | |
| Counsellors should always give a client a contract before the first session. | | ✓ | | | | | | | | | | | | | | | | | | | | |
| Before you make a contract, you need to show it to a legally trained professional. | | ✓ | | | | | | | | | | | | | | | | | | | | |
| If you have not contracted with a client, then you are not allowed to share any information they give you. | ✓ | | | | | | | | | | | | | | | | | | | | | |



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| <p>6</p> | <p>Give two examples of areas that should be included in a counselling contract.</p> | <ul style="list-style-type: none"> • Confidentiality • Exceptions (to confidentiality) correctly identified • Time/Length of sessions. • Place of sessions • Number of sessions. • Day of sessions • Fee if appropriate • Notes • Supervision • Insurance • Referrals (inc conflict of interest) • Ethical code • Complaints procedure • Boundaries • Cancellation procedure/No show/ Late/breaks/holiday. • Clients understanding/acceptance. • Qualifications • Modality/Method they will work in. <p>Safety information to and from clients. (ie fire)</p> | <p>up to 2 marks available 1 mark for a correct example.</p> | <p>2.1</p> |
| <p>7</p> | <p>Choose the word or phrase from the list A to H below that most closely relates to each of the sentences 1-4 below. Write the correct letter in each box.</p> | <p>1)A 2)H 3)G 4)E</p> | <p>up to 4 marks available</p> | <p>1.1</p> |

| | | | | |
|----|---|---|---|-----|
| 8 | Give an example of immediacy and state why you would use it? | <ul style="list-style-type: none"> • A statement that focuses on what is happening at that moment in the room. • To explore with the client what is happening. • To bring the attention of the client onto current events. • To support the client’s exploration of self. | up to 2 marks available 1 mark for a correct example. 1 mark for a good explanation that is clearly related to why you would use summarising. | 1.1 |
| 9 | Identify three things would you do differently to Lance, and give an explanation as to why you would change this and how it would help towards a good working relationship with Jordan. | <ul style="list-style-type: none"> • Not be late • Not call her Jordan to counselling in the waiting room. • Not allow the GP in. • Not to speak to the GP about Jordan’s issues. • Not to speak about the session in the waiting room • Not to tell the client everything is going to be fine. | up to 9 marks available 2 marks for each good explanation that is clearly related to why you would change and action and how it would help towards a good working relationship. 1 mark tenuous explanation that is accurate but tangentially related. 0 Marks no reason provided/inaccurate. | 2.2 |
| 10 | Lance is not sure how to move the counselling relationship forward in a positive way. He has decided to speak to his supervisor about some actions | <ul style="list-style-type: none"> • Focusing • Summarising • Exploring the reason for counselling. | up to 6 marks available. | 3.3 |



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|------------------|---|--|---|------------|
| | <p>he can take. Suggest two actions that Lance could use to move a therapeutic relationship forwards positively and explain how they might help.</p> | <ul style="list-style-type: none"> • Clarify goals • Immediacy – identifying the block in the relationship • Ask what’s working. | <p>1 mark for each correct technique.</p> <p>2 marks for each good explanation that is clearly related to why you use this technique to progress counselling</p> <p>1 mark tenuous explanation that is accurate but tangentially related to why you use this technique to progress counselling.</p> <p>0 Marks no reason provided/inaccurate.</p> | |
| <p>11</p> | <p>Lance and Jordan are on their last session. Lance is new to therapy and is not sure how to have an ending with a client. Give two appropriate actions that Lance could do to bring the sessions to a proper end, and explain why he would do this.</p> | <ul style="list-style-type: none"> • Reflect on the progress made. • Explore what that client will do during the counselling time slot next week. • Explore referral options. | <p>up to 6 marks available.</p> <p>1 mark for each correct action.</p> <p>2 marks for each good explanation that is clearly related to why you use this technique to have a</p> | <p>4.1</p> |

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|--|--|--|---------------------------|--|
| | | | proper end to counselling | |
|--|--|--|---------------------------|--|

** The accepted response 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:

| Question | Number of Marks | Criteria Covered |
|--------------------|-----------------|------------------|
| 1. | 1 | 1.2 |
| 2. | 1 | 1.2 |
| 3. | 1 | 1.2 |
| 4. | 2 | 1.2 |
| 5. | 6 | 2.1 |
| 6. | 2 | 2.1 |
| 7. | 4 | 1.1 |
| 8. | 2 | 1.1 |
| 9. | 9 | 2.2 |
| 10. | 6 | 3.3 |
| 11. | 6 | 4.1 |
| Total | 40 | |
| Passmark Agreed 23 | | |
| Percentage 57% | | |

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.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1. Understand the role of counselling skills in a helping relationship | 1.1. Define what is meant by counselling skills 1.2. Identify the place of counselling on a helping continuum |
| 2. Know about initiating a counselling interaction | 2.1. Identify key elements in a counselling contract 2.2. Identify key skills for rapport building |
| 3. Know how to develop and maintain a counselling interaction | 3.1. Identify the skills needed to develop and maintain the counselling relationship 3.2. Demonstrate the skills needed to develop and maintain the counselling relationship 3.3. Identify positive ways of moving the counselling relationship forward 3.4. Identify negative ways of moving the counselling relationship forward |
| 4. Be able to conclude a counselling interaction | 4.1. Describe the importance of endings in a counselling interaction 4.2. Conclude a counselling interaction |