

FINAL EXTERNAL INTEGRATED SUMMATIVE ASSESSMENT

QUESTION PAPER 1

OCCUPATIONAL CERTIFICATE: SOCIAL COUNSELLING WORKER NQF LEVEL 5

SAQA ID: 111142

CREDITS: 143

Date: TBC

Total Marks: 180

Pass Mark: 108 (60%)

Time: 09h00-12h00

Duration: 3 hours

This External Integrated Summative Assessment (EISA) consists of NINETEEN (19) pages

Instructions

- This is a closed book assessment.
- All questions must be answered in this examination booklet provided.
- Read the instructions for each question before answering.
- Structure all written answers logically. Use the mark allocation for each written question to guide the length of your answer.
- For **ALL** multiple-choice questions, answer from the choices provided, unless stated otherwise.
- Candidates are not allowed any form of assistance and must always adhere to the invigilator's instructions.
- No cell phones are allowed.
- SCSW in the question paper refers to "Social Counselling Support Worker".
- SCW in the question paper refers to "Social Counselling Worker"
- **Submit both the question-and-answer booklet together**

Mark Allocation

SECTION A

- **Question 1.1 – 1.6**
- **Total SECTION A: (90 Marks)**

SECTION B

- **Question 2.1 – 2.6**
- **Total SECTION B: (90 Marks)**
- **Total Marks Paper 01 (180 Marks)**

CANDIDATE DETAILS

Surname															
Name															
ID Number															
Province															

Name of Skills Development Provider (SDP)	
Name of Centre	

Question 1.1

Study the scenario below and answer the following questions:

The villagers referred a case to the SCW employed at an old age home at Mthatha. The case was about an elderly man aged eighty; (80) and staying alone for about a year. He was unable to take care of his environment, because the house was dirty and there was no food in the house. There was a concern that he was not safe in the environment because there are young people who attack elderly people in the village. During the villagers visit the elderly man indicated that he feels unsafe and lonely. He further highlighted that he stays without food for days.

During his visit to the SCW, he reiterated his experiences because he felt welcome and realized that the environment was conducive to relating his experiences. The SCW completed all the necessary screening forms based on the environment created. The organization admitted the old man in an old age home after the home visit by the SCW.

1.1.1. (a) Define rapport (2 Marks)

(b) Discuss how you establish rapport with clients (1 Mark)

1.1.2 (a) What do you understand by active listening (2 Marks)

(b) Explain characteristics of active listening.

(1 Mark)

1.1.3 (a) What do you understand by a screening process

(2 Marks)

(b) What are the tools and techniques used by SCW to build a client profile? (1 Mark)

1.1.4. (a) Discuss the old man's level of distress

(2 Marks)

(b) What makes the elderly man vulnerable?

(1 Mark)

1.1.5 (a) Discuss and develop an action plan in collaboration with the elderly man to address his immediate needs. (2 Marks).

(b) What was the elderly man's immediate needs

(1 Mark)

Question 1.2

1.2.1. Study the scenario below and answer the following questions:

SCW applies different assessment tools and techniques when assisting clients to promote their well-being. Such tools are interviews, questionnaires and standardized tests. These tools have theoretical foundations and practical applications. For instance, Andre Van Den Berg underwent some tests which included an interview. He is a thirty-three (33) year old man and a well-read accountant working at Eskom. He was caught stealing copper at one of the operations. His colleagues reported him to his superior for cautioning. He did not show any remorse for his activities.

Andre requested a transfer to another operation because he had friends in that area. In no time, he made the same mistake again. Andre did not show any accountability for his wrongdoing even when the Human Resource Department was informed. Actually, he denied any of them as he stated that, on the day he was with his friend who could testify on his behalf. Andre did not respect other colleagues and authorities. He also abused alcohol, as he would drink during working hours. This kind of behavior was questionable. The SCW employed by Eskom administered more tests and addressed the client's behaviour after referral.

1.2.1 (a) Mention and define two types of questionnaires

(2 Marks).

(b) Explain the development of questionnaires

(1 Mark)

1.2.2 List the advantages of using interviews as an assessment tool by providing contextual examples when assisting a client.

(2 X 2 Marks)

1.2.3 Discuss Andre's behaviour

(2 X 2 Marks)

1.2.4 What would you do to assist Andre with his behaviour?

(2 X 2 Marks)

Question 1.3

Study the scenario below and answer the following questions:

Brownian Michaels lived in Roodepoort for fifty (50) years and had four (4) children, namely, Prudence, Joyce, Gertrude and Gareth. Their father was in prison due to him committing sexual abuse against his first two daughters, Prudence and Joyce. Apparently, Brownian Michaels father had also sodomised him at an early age.

Technically, all four children grew up without their father. They were completely dependent on their mother who was working and earning a meagre salary. This did not go well with them, because they lacked self-confidence, felt abandoned, as when other children at school were talking about their fathers, they had no one to talk about even though he was still alive. This made them very angry and started blaming their mother that she is the cause of everything, because she neglected them and allowed the abuse to take place. Even though they saw their mother doing everything for them, they still felt she did not care enough, and they were disappointed.

The two, children Prudence and Joyce felt ashamed and guilty because of the sexual abuse by their father and ended up abusing drugs, due to pressure from their peers. Their mother asked them if they were open to receiving professional assistance from SCW. The two agreed to a referral to the SCW. The mother informed the SCW about the history of the family and all the symptoms for a comprehensive assessment. After gathering the information during the first step of counselling, SCW followed with the next step of comprehensive assessment.

1.3.1 (a) What are the critical tasks of the second step of counselling – assessment?

(2 Marks)

(b) Explain why Prudence and Joyce lacked self-confidence.

(1 Mark)

1.3.2 (a) According to your assessment, what are the presenting problems of the family in the scenario?

(2 Marks)

(b) How did the children perceive their mother?

(1 Mark)

1.3.3 (a) Discuss the family's social functioning, by examining their relationship and support networks (2 Marks)

(b) Identify a resource that made the family carry on with their daily activities (1 Mark)

1.3.4 (a) What are the areas of concern in relation to the family? (2 Marks)

(b) What is the potential diagnosis of the family? (1 Mark)

1.3.5 (a) What would the SCW do to welcome the two girls for counselling? (2 Marks)

(b) What is empathy?

(1 Mark)

Question 1.4

Study the scenario below and answer the following questions

The SCW employed by the Department of Social Development (DSD), Western Cape Province was alone in the office whilst other SCWs were in their respective offices during the December 2024 holidays. Three (3) different clients arrived at the same time at the office. The SCW did not know who to assist at first. He also did not enquire as to whether they were coming together. He ended up allowing them to enter his office at the same time.

It was only after the first client's presentation of the problem that he realized that they were not coming together. He apologized and requested the other two to wait outside the office. This is when the SCW started from scratch to introduce himself, explaining the vision and mission of DSD and how he will be able to assist with such services. SCW helped the first client and signed a contract

The SCW invited the other two clients individually to present their challenges. The rightful process of counselling prevailed. SCW, however, developed some countertransference with the last client. He was unable to disclose how he felt towards this client, but he referred the client to another SCW. He shared the case with the supervisor who recommended that it was correct, according to the ethics for him to refer the case to another SCW.

1.4.1 Discuss the most important values that the SCW was supposed to uphold when helping the clients **(3 X 1 Mark)**

1.4.2 (a) Discuss how the non-judgemental attitude towards the clients was applied by the SCW **(2 Marks)**

(b) How was the empathetic attitude applied when validating clients experiences

(1 Mark)

1.4.3. How does collaboratively signing a contract with your client assist in diffusing possible power imbalances between the SCW and the client?

(2 Marks)

(b) How did the client feel respected?

(1 Mark)

1.4.4. (a) How did SCW navigate ethical dilemmas when confronted with issues of countertransference?

(2 Marks)

(b) What is countertransference?

(1 Mark)

1.4.5. (a) Discuss the importance of belonging to professional bodies as a practising SCW.

(2 Marks)

(b) Discuss why professionals should belong to a professional body (1 Mark).

Question 1.5

Study the scenario below and answer the following questions:

De Bruin, one of the politicians in Northern Cape visited the SCW to report a case from his district. The official language of the office is English.

The SCW received the politician very well, managed to establish rapport, and shook hands. The attitude and posture of the SCW was also demonstrating that she was there to listen to what was about to be said. After the welcome, the politician said, "I am here to report a case about a sexually abused child, and apparently this has been happening over a period of a year".

The SCW maintained eye contact and conveyed empathy, respect, warmth, trust, genuineness, and honesty through body posture, and said, "Tell me more about this child and her family, because I need to gather information about them before any interventions". "Please note that I will also take notes as you speak". The politician struggled to express himself in English because he was Afrikaans speaking and showed a lot of distress. The SCW was able to pick up the distress and allowed him to express himself in Afrikaans and he reported, that, "Apparently the mother of the child got married to another man immediately after the death of this particular child's father passed on five years ago".

"Would I be expressing what you said if I put it this way," said the SCW.... "That the child was sexually abused by the stepfather who married her mother immediately after the death of her father, and the sexual abuse has been going on for approximately one year".

1.5.1. (a) Define a counselling rapport building? (2 Marks)

(b) Discuss the importance of establishing the rapport for counselling as a SCW

(1 Mark)

1.5.2. (a) Identify the open-ended question in the scenario and explain more on the benefits thereof

(2 Marks).

(b) What do you understand by reflecting as a skill?

(1 Mark)

1.5.3. (a) Identify the version of summarising in the scenario

(1 Mark)

(b) and furthermore, define summarising

(2 Marks)

1.5.4. (a) Explain how the SCW was culture sensitive towards De Bruin, the politician to express himself (2 Marks)

(b) What are the barriers to communication? (1 Mark)

1.5.5. (a) Discuss the importance of observing the non-verbal cues by a SCW when assisting the client in the above scenario (2 Marks)

(b) List the non-verbal negative language cues that you know. (1 Mark)

Question 1.6

Study the scenario below and answer the following questions:

The SCW and two other staff members are working in an organisation by the name of Rearabilwe Children's Home, in the Gauteng province. Rearabilwe helps children and young people coming from different backgrounds with different children's problems. The organisation caters for both boys and girls between the ages of zero (0) to eighteen (18) representing a diverse group of South Africans.

The focus of this scenario is on children who were physically and sexually abused, sodomised, neglected, abandoned and bullied. The ratio of sexually abused girls was significantly higher to that of sodomised boys. Boys were however, neglected and abandoned. Both groups happened to know their perpetrators. The abuse happened to all of them before the age of fifteen (15). This is then categorised as a statutory rape, according to Children's Act 2005 (Act

no 38 of 2005). Children in the organisation experienced neglect, physical abuse and bullying. Technically, all these children's abuse affected their well-being. They further experienced trauma.

Most of the children had behaviour problems because of the abuse and trauma. At the school that they were attending nearby they were not performing well and their teachers were concerned about the children's well-being.

1.6.1 (a) What are the patterns, themes and areas of concern in the scenario (2 Marks),

(b) What was the consequences of these issues which affected the well-being of children? (1 Mark)

1.6.2. (a) Discuss how to leverage resources to assist children. (2 Marks)

(b) Identify children's strength. (1 Mark)

1.6.3. (a) Discuss the primary issues that may influence the well-being of the children.

(2 Marks)

(b) Discuss the secondary factors that may also impact on the children's well-being.

(1 Mark)

1.6.4 (a) Discuss the children's realistic, achievable and client-centred intervention goals

(2 Marks)

(b) What were the children's needs?

(1 Mark)

1.6.5 Based on the scenario above, discuss an intervention plan that addresses the children's challenges by focusing on their strengths and aligning them with their goals

(3 X 1 Mark).

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Nature of service to be provided	Method of intervention	Activities	Date (when)	Responsibility

Sub- total

90 Marks

SECTION B

Question 2.1

Study the scenario below and answer the following questions

David Viljoen, a twenty-nine-year-old man living in number 48 Summerset Street, Cape Town visited the counselling office because his younger brother was abusing alcohol. Traditionally, as the elder brother, he would take the responsibility of ensuring the well-being of all members at home, more so when the father his father was not available. His brother, Julius, was denying that he was abusing alcohol and yet his behavior was not normal. Some of the evidence that demonstrated his behavior was abnormal; was sudden mood swingsand that most of the things like cutlery, crockery, jewelry at home vanished, because he was selling it to fund his addiction.

David, together with his mother Barbara, agreed to visit the offices of the SCW. SCW received and welcomed them, in a conducive office space. The SCW followed the process to assist the clients and explained further the services provided by the organisation. Julius presented his own problem to the SCW.

Ultimately, Julius acknowledged to his family that he drinks alcohol excessively, and he needed help. The family agreed to go back to the SCW with Julius for social counselling services. The SCW again welcomed the family accordingly. The SCW attended Julius alone

to establish rapport and other processes of counselling. The SCW felt she would apply Cognitive Behavior Therapy (CBT) to assist Julius to unlearn his behavior.

2.1.1 Indicate if the process followed by SCW to gather the unique background relating to client's challenges, strength and goals is true or false, according to the following stages. (3 X 1 Mark)

1. **Orientation:** The first step during orientation is for the counsellor to welcome and introduce himself or herself and explain the services provided by that organisation.
2. **Problem Clarification:** At this second stage, the client spells out the problem situation in detail whilst upholding confidentiality. Julius presented his own story.
3. **Action Planning:** Development of strategies assisted Julius to achieve his goals. Julius signed the contract and attended social counselling services as planned until referral for further interventions.

2.1.2 The family and the SCW considered the client's self-determination and preferences. Indicate if the following is true or false. (3 X 1 Mark)

1. The family went to consult with the SCW without asking Julius as to whether he needs help of the SCW or not.
2. The SCW listened to the family and requested them to ask Julius to come and present his own story.
3. Julius ultimately acknowledged that he is indeed drinking alcohol excessively or very often and in large amounts.

2.1.3 (a) Discuss the Cognitive Behavioural Therapy (CBT) suggested by the SCW to assist Julius. (2 Marks)

(b) List CBT characteristics relevant for behaviour change

(1 Mark)

2.1.4 Evaluate as to whether the SCW followed the prescripts of counselling when assisting the client.

(3 X 1 Mark)

2.1.5 Discuss the changes observed from the beginning to the end

(3 X 1 Mark)

Question 2.2

Study the scenario below and answer the questions that follow.

Caroline, a twelve-year-old girl, was always the first to arrive home after school. Both her parents would come back together using the same transport from work after hours. It was on a Thursday evening when they realised that something was wrong at home, as the lights were not on. They started wondering what might have happened. Upon arrival, they found their daughter almost naked in the kitchen trying to reach out to the door, but she was unable to do so as she could not walk.

Their daughter alleged that the neighbor sexually assaulted her. The parents rushed her to the nearby hospital and further opened a case at the nearby police station. Caroline suffered a lot of anxiety, as she could not concentrate at school anymore due to trauma. She withdrew from her friends. She always wanted to be alone at home. She did not want to see any member of the neighboring locality.

Although the SCWs are not always equipped to apply certain techniques, it is important for them to always work under supervision and comply with Continuing Professional Development (CPD) of their professional bodies or their Associations.

The SCW decided to apply the following theories to assist Caroline: Cognitive Behavioral therapy, Psychodynamic therapy and Humanistic approaches. These theories, through therapy, will assist Caroline to attend to the trauma of abuse and anxiety through mindfulness or relaxation technique and start to move towards self-actualization whilst his family members also form part of the therapy through role-playing.

2.2.1. Indicate as to whether the brief summaries of the following theories are true or false (3 X 1 Mark)

2.2.1.1 Cognitive-behavioural therapy (CBT) - The perspective of CBT is that modification and replacement of problematic behaviours, cognition, and emotions is possible.

2.2.1.2 Psychodynamic therapy - The approach assumes that human beings tend to move toward wholeness and self-actualization. A man never is, but always becoming, and searching for meaning in life.

2.2.1.3 Humanistic approaches –. The goal is to make the unconscious conflicts conscious and examine them by focussing on the person and the significant others

2.2.2 Indicate as to whether the following techniques applied in the scenario are true or false (3 X 1 Mark)

2.2.2.1 Mindfulness,

2.2.2.2 Relaxation techniques,

2.2.2.3 Role-playing.

2.2.3 (a) Discuss why you would use Cognitive Behavioral therapy (CBT), approach and its techniques to assist Caroline and her family (2 Marks)

(b) What is the goal of the psychodynamic approach? (1 Mark)

2.2.4 Describe processes and sources to stay updated with the latest research and developments (3 X 1 Mark)

2.2.5. Discuss the importance of supervision as a SCW (3 X 1 Mark)

Question 2.3

Study the scenario below and answer the questions that follow

Alice Mholo a SCW employed by Department of Correctional Services in Kimberley, was visited by a prisoner who was incarcerated for sexual abuse and murder of a baby. The client was due for parole.

Due to the positive attitude of Alice such as maintaining eye contact, body posture and the welcoming office accommodation, the client elaborated his feelings and the reasons he was in prison. Alice used some minimal encouragers such as, "please tell me more", whilst nodding her head. The manner how the client went into detail on how he undressed the victim, committed the sexual abuse, and ended up murdering the child shocked Alice. The prisoner did not mention any regret for his deeds. The prisoner indicated that he had changed and would like to be a good citizen. The prisoner however, failed to demonstrate this behaviour.

Alice discussed the case with her supervisor, especially when listening to what the prisoner elaborated. All that appeared to be important was, himself. Although Alice did not want to judge the client, but Alice felt that the client was not ready for reintegration with the community as a parolee. The case continued to denied parole. The case was therefore, referred to the supervisor.

2.3.1. Indicate as to whether the following phrases are true or false (3 X 1 Mark)

2.3.1.1 The client was more interested in himself

2.3.1.2 The client did not get parole.

2.3.1.3 The prisoner went into detail elaborating on how he committed the crimes.

2.3.2 Indicate as to whether the following are true or false which relate to empathy

(3 Marks, 1 Mark per answer)

2.3.2.1 The positive attitude of Alice

2.3.2.2 The welcoming office accommodation

2.3.2.3 Minimal encouragers such as please tell me more whilst nodding her head....

2.3.3. (a) Critically discuss the application of active listening in the presented scenario

(2 Marks)

(b) Discuss how empathy was demonstrated

(1 Mark)

2.3.4 Discuss the application of non-judgemental attitude on the scenario (3 X 1 Mark).

2.3.5 Discuss the process followed by Alice when working with the prisoner to understand his case (3 X 1 Mark)

Question 2.4

Study the scenario below and answer the questions that follow:

Phillip Nel, a SCW was working at Northridge Primary School in Pretoria. He attended several cases referred to him by the teachers. A case of a young boy who was unable to understand certain concepts as compared to other learners within his peer group was one of those cases. They were already in Grade 4. At this stage, learners can read and write with understanding. This learner found it difficult to listen when the SCW was engaging him for counselling.

The learner was coming from a poverty-stricken family, taken care of by an unemployed single mother, who used to abuse alcohol during pregnancy. She only visited the clinic during the time of delivery. The father was absent and never bothered to pay for the maintenance of the learner.

2.4.1 Indicate as to whether the following issues are true or false: (3 x 1 Mark)

2.4.1.1 The mother's alcohol abuse during pregnancy resulted in the condition of the child.

2.4.1.2 That the child was coming from a poverty-stricken family.

2.4.1.3 That the father was absent and never bothered to pay for the maintenance of the child.

2.4.2 Indicate as to whether the prioritised goals for the well-being of the learner are true or false (3 Marks)

2.4.2.1 The learners 'conditions should be clearly assessed and have a better diagnosis of his challenges.

2.4.2.2 To provide intervention to the learner based on the correct diagnosis.

2.4.2.3 To refer the learner for treatment should there be a need during the intervention process.

2.4.3 (a) Discuss one overarching goal of the learner in the scenario (2 Marks)

(b) List smaller manageable objectives to reach that goal (1 Mark)

2.4.4. Discuss the Action Plan in collaboration with the client. (3 X 1 Mark)

2.4.5 Discuss and evaluate the final process of the client's alignment of goals and plans from the client's perspective. (3 X 1 Mark)

Question 2.5

Study the scenario and answer the following questions:

A fifty (50) year old man is having difficulty in moving on with his second wife. The first wife is from a different cultural background and they both grew up in different environments. The man is Zulu speaking whilst the wife is Afrikaans speaking. The Zulu man grew up in a rural environment whilst the first wife grew up in an upmarket suburb in Durban. The Zulu man is rooted in his culture, customs and tradition. The two met at the University and life was normal in that environment for them, and they ultimately got married.

They stayed together focussing on their career and building their family. They have been together for the past twenty (20) years and have four (4) children two (2) boys and two (2) girls. They also used to attend church services with their children.

At age fifty, (50), this man decided to marry another woman according to his customs and the first wife needed to give the approval for the second marriage. This was a complete trauma to the for the first wife resulting in disrespect of the family because the first wife did not agree

to the suggestion. The man was under the impression that his first wife accepted his tradition because they followed all the steps during their wedding. The man ignored his first wife, and he did not want to see her again, regardless of the number of years they were together. This was just a turning point for him.

SCWs attend to these kinds of cases.

2.5.1 Indicate as to whether the following psychological concepts are true or false in relation to understanding the family dynamics in the scenario. (3 X 1 Mark)

2.5.1.1 Culture, customs and tradition

2.5.1.2 Trauma

2.5.1.3 Antisocial

2.5.2 Indicate whether the following coping skills and problem-solving techniques applicable when assisting the couple by using true or false (3 X 1 Mark)

2.5.2.1 Communication skills

2.5.2.2 Conflict resolution skills

2.5.2.3 Social interactions

2.5.3. (a) What resources were available for the couple to resolve their problem?

(2 Marks)

(b) What other educational material are applicable to assist the clients? (2 Marks)

2.5.4 Discuss strength as part of SWOT analysis of this scenario, which will assist the clients to develop their coping strategies (3 X 1 Mark)

2.5.5 Explain the techniques and processes you would follow to assess the effectiveness of the psychoeducation that you would apply to assist the clients (3 Marks)

Question 2.6

Death and dying are eventualities in life. Kübler-Ross identified several stages that people go through once they have experienced the death of one's friends, family members and loved ones. However, people react differently to the experience of death, yet the final and possibly the most difficult developmental task of all, is to accept the inevitability and closeness of our death. Because of people's uniqueness, some people might experience what one experiences in stage one at stage three. There is no linear way of the experiences. As a SCW, you will be expected at some stage to assist a family, friend, client who have just experienced death. You will monitor and evaluate the use of validated assessment tools to track changes in the client's symptoms or behaviour whilst going through the difficult stages of death and dying. Each stage has its own demands and requires skills and interventions to assist the affected individual/family or group.

2.6.1 Indicate as to whether the following stages of Kübler-Ross are true or false when dealing with death and dying (3 X 1 Mark)

Denial – This stage serves, as a buffer against a reality that individual cannot yet accept
Acceptance – By this stage, people's emotions are blunted because they have come to terms with death.
Anger – At this stage of anger, other people are blamed, like close relatives, the hospital staff and even God for the individual's condition.

2.6.2 Indicate as to whether the following stages of death and dying are in chronological order and, if not, outline the correct ones. (1 Mark first answer and 2 Marks for chronological order) (3 Marks)

Denial – Anger – Depression – Bargaining - Acceptance.

2.6.3 (a) Explain what happens at stage three, which will assist you to see if there is progress with the counselling sessions (2 Marks)

(b) Why are people responding differently to the process of death and dying (1 Mark)

2.6.4 Explain what happens at Acceptance stage, which will assist you to evaluate the process of counselling to the client (3 X 1 Mark)

2.6.5 Discuss what you would do should the client not follow the stages of grief as suggested. (3 X 1 Mark)

Sub-total

90 Marks

TOTAL FOR PAPER 1

180 Marks