



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY
FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION**

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION: DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: TRAINER	
QUALIFICATION CODE: 06DTVT	LEVEL: 6
COURSE CODE: CCG620S	COURSE NAME: COUNSELLING AND CAREER GUIDANCE
SESSION: DECEMBER 2025	PAPER 2
DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY EXAMINATION PAPER	
EXAMINER:	Dr. O. KACHEPA
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INSTRUCTIONS	
<ol style="list-style-type: none">1. This question paper consists of Sections A and B.2. Answer all the questions carefully.3. Number the answers clearly.4. Please ensure your writing is legible, neat, and presentable.	

THIS PAPER CONSISTS OF 9 PAGES (Including this front page)

SECTION A **[30]**

Question 1: Multiple Choice questions **(10)**

1.1 What is the primary purpose of guidance? **(1)**

- a) To make decisions for individuals
- b) To assist individuals in managing their own life activities and making intelligent choices
- c) To provide therapy for psychological issues
- d) To discipline individuals for poor decisions

1.2 Why is guidance considered an integral part of education? **(1)**

- a) It promotes balanced personal growth and self-understanding
- b) It replaces classroom teaching
- c) It only gives instructions on disciplinary actions
- d) It focuses exclusively on vocational training

1.3 Who should provide guidance? **(1)**

- a) Any individual regardless of training
- b) Qualified and adequately trained persons
- c) Friends and family members
- d) Only medical professionals

1.4 What does counselling help the client achieve? **(1)**

- a) To make decisions without thinking
- b) To come to terms with their problems and develop skills to solve them
- c) To rely fully on others for solutions
- d) To avoid facing their problems

1.5 What does the superego represent in Freud's structural model of the psyche? **(1)**

- a) Instinctual and impulsive desires
- b) Rational decision-making
- c) Internalized moral standards and ideals
- d) The unconscious mind

- 1.6** Defence mechanisms operate to reduce anxiety caused by conflicts between (1)
- a) Id, ego, and superego demands and external stressors
 - b) Conscious thoughts and dreams
 - c) Left and right brain hemispheres
 - d) Past and future experiences
- 1.7** What is behaviourism primarily concerned with? (1)
- a) Internal thoughts and feelings
 - b) Observable behaviour
 - c) Unconscious desires
 - d) Cognitive processes
- 1.8** The cognitive approach explains behaviour primarily in terms of (1)
- a) Environmental stimuli only
 - b) Observable actions without mental processes
 - c) The mind's cognitions, including thoughts, feelings, beliefs, and perceptions
 - d) Genetic predispositions
- 1.9** According to Ellis, what causes the emotional consequences such as anxiety or depression? (1)
- a) The activating event itself
 - b) The individual's beliefs about the event
 - c) Random chance
 - d) Physical health
- 1.10** A key goal of Rational Emotive Therapy (RET) is to promote (1)
- a) Unconditional self-acceptance and rational thinking
 - b) Avoidance of difficult situations
 - c) Dependence on others for problem-solving
 - d) Emotional repression

Question 2: Matching**(10)**

2.1 Match the names of Professionals with their respective roles.

(5)

Professionals	Roles
1. Licensed Professional Counsellor (LPC)	A. Specialist medical doctor diagnoses and treats mental health conditions, prescribes medications, and provides therapy.
2. Psychiatrist	B. Diagnoses and treats mental health conditions through therapy and psychological assessments.
3. Psychologist	C. Provides therapy, counselling, and case management services. Often works in clinical settings, such as hospitals or private practices.
4. School counsellor	D. Provides therapy and counselling services for individuals, couples, and families.
5. Clinical Social Worker	E. Works closely with teachers, students, and parents to support students' academic, career, social, and emotional development.

2.2 Match the counselling skills with their descriptions.

(5)

Counselling skills	Description
1. Rapport building	A. Making sure that your client can see and feel that they have your undivided attention in the time you have together.
2. Immediacy	B. Is a skill that uses a question to help the counsellor get a better understanding of the client's story.
3. Attending	C. It is sometimes described as 'holding up a mirror' to the client so they can hear their words repeated back to them.
4. Clarifying	D. It includes offering empathy; having a welcoming and respectful manner; being a warm, genuine and real person in the relationship.
5. Paraphrasing	E. This is a skill where the counsellor focuses attention on the "here and now" in the therapeutic relationship and the interaction between counsellor and client.

Question 3: True/False (10)

There are key differences between guidance and counselling in terms of purpose, environment, and expertise. Identify the True and False statements about guidance and counselling.

- 3.1 Counselling is remedial and curative, focused on helping individuals explore and resolve their personal, social, or psychological problems and empowering them to create their own solutions. (2)
- 3.2 Guidance is preventive in nature, aimed at helping individuals make informed decisions by providing advice or ready solutions. (2)
- 3.3 Guidance occurs in a confidential, calm, and private environment to allow for deeper emotional exploration and trust building. (2)
- 3.4 Guidance typically takes place in an open and less private setting, which might be a classroom, office, or group environment. (2)
- 3.5 Counselling is generally provided by experienced non-professionals such as teachers, parents, or relatives who have knowledge related to educational or vocational matters. (2)

SECTION B [70]

QUESTION 4 (15)

- 4.1 Sigmund Freud, the founder of psychoanalysis, proposed a revolutionary model of the mind involving three distinct parts. Name and describe the **three (3)** levels of the mind. (9)
- 4.2 Identify which level of the mind is involved in the following examples:
 - 4.2.1 Solving a Maths problem (1)
 - 4.2.2 Repressed childhood memories influencing adult fears (1)
 - 4.2.3 Automatically driving a familiar route without thinking (1)
 - 4.2.4 Making a deliberate decision to eat healthy (1)
 - 4.2.5 Dreams reflecting hidden desires or anxieties (1)
 - 4.2.6 Remembering your phone number when asked (1)

Question 5 (15)

Answer all the questions based on the Cognitive Perspective.

- 5.1 Describe **two (2)** principles of the cognitive approach. (4)
- 5.2 What is the difference between the behavioural and cognitive approaches? (4)
- 5.3 Name the first therapist who developed the cognitive therapy known as the Rational Emotive Therapy (RET). (1)
- 5.4 Name and briefly explain the different parts of the Ellis' ABC model. (6)

QUESTION 6 [20]

- 6.1 Mention any **four (4)** purposes of guidance discussed in this course. (8)
- 6.2 Mention **three (3)** evaluation practices used in Reflective Counselling and Guidance. (6)
- 6.3 Defence mechanisms operate to reduce anxiety or discomfort caused by conflicts between the demands of the id, ego, and superego. Identify the type of defence mechanism used in the examples below:
 - 6.3.1 Being angry with your boss but screaming at the trainees. (1)
 - 6.3.2 Refusing that you have a reading problem, despite being unable to read and interpret texts correctly. (1)
 - 6.3.3 Claiming someone is annoyed with you but you are annoyed with that person. (1)
 - 6.3.4 After failing his final grade 12 examination, George cannot sleep without his favourite baby blanket. (1)
 - 6.3.5 Being sad about a recent breakup but acting happy about it. (1)
 - 6.3.6 Someone with aggressive impulses might become a successful athlete or artist. (1)

QUESTION 7

[20]

A CASE STUDY

Instruction: Read the case study below and answer the questions that follow.

Background: Sarah is a trainee at Imperial Technical College studying Fitting and Turning. She has always been a dedicated student but has been struggling with test anxiety for the past year. Her anxiety has started to affect her academic performance, causing her to perform below her potential. She has reached out to her trainer for help.

Mrs Ujaha: Welcome, Sarah. I'm here to help you with your test anxiety. Can you tell me more about when this problem started?

Sarah: It started about a year ago when I had a major panic attack during a midterm exam. I couldn't focus, my heart was racing, and I blanked out. Ever since then, I get really anxious before and during exams.

Mrs Ujaha: I see. Can you describe what specific thoughts or feelings you experience when you're about to take a test?

Sarah: I start feeling really nervous, and my mind races with thoughts like, "What if I fail?" or "I'm going to embarrass myself." I also get physical symptoms like sweaty palms and a racing heart.

Mrs Ujaha: Thanks for sharing that. It's important to understand the thoughts and physical sensations associated with your anxiety. Have you tried any strategies to cope with this anxiety on your own?

Sarah: I've tried deep breathing and some relaxation techniques, but they don't seem to help much. It's like my anxiety takes over, and I can't control it.

Mrs Ujaha: It's understandable that you're having trouble managing this on your own. We can work together to explore more effective strategies. Do you think there might be any specific triggers or stressors in your life that are contributing to this anxiety?

Sarah: Well, I do put a lot of pressure on myself to excel academically, and I'm afraid of disappointing my parents. Plus, I often compare myself to my classmates, which makes me feel even more anxious.

Mrs Ujaha: It sounds like there's a combination of academic pressure and self-comparison contributing to your anxiety. Let's work on ways to address these issues. Have you ever considered talking to your parents about your feelings and concerns?

Sarah: No, I haven't. I don't want them to worry about me.

Mrs Ujaha: It's important to have a support system in place, including your parents. They may be more understanding and helpful than you think. Would you be willing to consider discussing your anxiety with them?

Sarah: I'll think about it, but it's scary.

Mrs Ujaha: That's completely understandable, Sarah. We can explore ways to have that conversation if you decide it's something you want to do. In the meantime, let's work on some practical strategies to manage your test anxiety. How would you feel about trying some guided imagery exercises or cognitive-behavioural techniques to address your anxious thoughts?

Sarah: I'm open to trying anything at this point if it helps.

Mrs Ujaha: Great. We'll start with some relaxation exercises and then move on to addressing those negative thought patterns. We'll work together to build your confidence and reduce your test anxiety over time.

ANSWER THE FOLLOWING QUESTIONS:

7.1 What type of guidance and counselling is demonstrated in the scenario. (2)

7.2 Justify your answer in 7.1 (2)

7.3 Locate in the text and quote the precise words or phrases to show how Mrs Ujaha has demonstrated the following counselling skills and techniques:

7.3.1 Establishing rapport (2)

7.3.2 Summarising (2)

7.3.3 Questioning (2)

7.3.4 Unconditional positive regard (2)

7.4 Mrs Ujaha tried to apply the holistic approach.

7.4.1 Which **two (2)** dimensions or components of a human being were explored in this scenario according to the holistic approach? (4)

7.4.2 Justify your answer in 7.4.1 by quoting exact words or phrases from the scenario that talk to the **two (2)** dimensions. (4)

TOTAL MARKS [100]

THE END