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Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

Functional Skills Certificate

FUNCTIONAL ENGLISH

Component 1 Reading Level 1

Monday 26 February 2018

Morning

Time allowed: 45 minutes

Materials

- You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this answer book.
- Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 18.
- There are 6 marks for Section A and 12 marks for Section B.
- You may use a dictionary.

Advice

- You are advised to check your work carefully.

For Examiner's Use	
Question	Mark
1–6	
7	
8	
TOTAL	



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For this exam you are going to read two texts to do with computer hacking.

Answer **all** questions.

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Section A

Read **Source A**. You have been asked to find out how successful this article is in getting information across by answering the questions which follow.

Source A

“I Was Lucky”: UK’s Youngest Hacker



“I started getting into the illegal side of hacking when I was 11 years old. I was first convicted at the age of 12. I’m still the UK’s youngest convicted hacker.”

10 years ago, Cal Leeming was convicted again. He had been stealing people’s details and using their money to buy goods worth £750 000. He is now 29. He has a good job using his cyber skills and wants to tell his story to others.

He had a difficult childhood. His mother was a single parent and a drug addict. Cal would use stolen cards from the web to buy groceries for his family. But he moved on to stealing much more valuable things, leading to his arrest and jail sentence.

“The people I was getting involved with and the crimes that were being committed got more and more serious,” he says. “I was buying like a thousand pounds’ worth of things and getting it sent to my house.”

Cal found life in prison very hard. There were no other hackers there and he had to get used to living without a computer.

Once Cal was released, the police officer in his case, Officer Clive Read, helped him to get a job in a bank in London. *“I got lucky,” Cal says. “You see schools constantly reporting children to the police for hacking into their systems. They should deal with it themselves and try to help the hackers. Trying to scare them away from hacking isn’t going to work. We shouldn’t make criminals out of them.”*

Some people believe that youngsters who find themselves convicted of hacking offences should be treated very severely. Others think that everyone deserves another chance like the one that Cal was given.

He argues that, in a time where we are seeing a growing threat of cybercrime, it is far better for everybody to focus on helping hackers to use their skills for good.

And, in his case at least, it seems to be working out pretty well.



For **Questions 1 to 6**, write the letter for each answer in the box given.

1 The main point of the article is to

- A** persuade teenagers not to get involved in hacking.
- B** advise the government not to jail young hackers.
- C** inform readers what happened to one young hacker.
- D** describe what the life of a young hacker is like.

Answer
[1 mark]

2 The article says that Cal

- A** was jailed for 10 years.
- B** stole goods worth £75 000.
- C** met several other hackers in prison.
- D** was stealing to help feed his family.

Answer
[1 mark]

3 The article explains that

- A** school children are scared of hacking.
- B** cybercrime is a growing problem.
- C** Cal was arrested for stealing drugs.
- D** Officer Clive Read works in a bank.

Answer
[1 mark]

4 The main point being made about hackers is that they

- A** should not be allowed computers.
- B** are dangerous criminals.
- C** cannot be turned away from crime.
- D** have very useful skills.

Answer
[1 mark]

5 The article informs us that Cal

- A** had a parent who was a drug user.
- B** was a teenager when he was first convicted.
- C** no longer commits any cybercrimes.
- D** is not keen to share his experience with others.

Answer
[1 mark]

6 For someone worried about hacking, the most sensible thing to do after reading this article would be to

- A** email their MP to demand tougher sentences for hackers.
- B** contact their local school to ask if they have a problem with hackers.
- C** stop any young person using their laptop, tablet or mobile.
- D** find out how to protect their devices from the threat of hackers.

Answer
[1 mark]

6

Turn over ►



Section B

Read **Source B** then answer the questions that follow.

Source B



Your passwords are the most common way to prove your identity when using websites, email accounts and your computer itself. The use of strong passwords is therefore very important in order to protect your security.

Weak Passwords



Passwords prevent other people from reading the private information on your computer. They will also stop people sending emails in your name.

If your passwords are weak, they can be guessed or broken, causing serious problems. People could then commit fraud and other crimes, such as opening your bank account. Your credit card could be used to buy things online. Most people have profiles on more than one social media site. A weak password could allow someone to access those sites and post pictures or send messages, pretending to be you.

Strong Passwords



To create a strong password, simply choose three random words – car/kipper/hedge. Numbers, symbols and a mix of upper and lower case can be used to make it even stronger. Avoid changing letters to numbers (for example E to 3 and i to 1) as these are methods well-known to criminals. Longer passwords are harder to guess or break, so choose a password with at least eight characters in a mix of upper and lower case letters, numbers and keyboard symbols.

Don't use names connected to your family, such as your mother's maiden name or a favourite pet. Putting two random names together would be safer, eg RichardSam.

Dos and Don'ts



It's fairly simple for people to find out information about you, such as where you work, which football team you support or your birthday. Don't use passwords based on these.



Once you have your passwords set up, take care with them. Never reveal your passwords to anyone else. If you think that someone else knows your password, change it at once. Don't enter your password when others can see what you are typing. If you write a password down, make sure only you can work it out, or maybe use a password manager tool.

Take care of your passwords as you would your passport . . . and stay safe.



Write your answers in the spaces provided. The questions in this section are testing what you have understood about the text. The questions are **not** testing your writing.

7 Your school or college is holding a special Cyber Security Day for parents and students. You have been asked to create a PowerPoint about the use of passwords.

Use **Source B** to help you choose what to put in your PowerPoint.

You should include:

7 (a) **four** things which could happen to someone who does not have a strong password.

[4 marks]

1 _____

2 _____

3 _____

4 _____

7 (b) **four** things people should **not** do when creating and using passwords.

[4 marks]

1 _____

2 _____

3 _____

4 _____



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8 Look at the way **Source B** has been presented.

List **two** ways it has been presented and say why each one would make it easy for people to understand.

[4 marks]

First way presented: _____

This makes it easy to understand because _____

Second way presented: _____

This makes it easy to understand because _____

4

END OF QUESTIONS



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0 7

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