

Name _____ Date _____ Time taken _____

What this sheet trains

Divided attention - holding a second rule in mind while your main attention is busy elsewhere. This is the skill behind listening to a teacher while taking notes, or checking your working while solving the next step.

Strategy: anchor and sweep. Give the main task your focus and let the second task run as a quick, automatic check - do not swap your full attention back and forth.

1 Read and tally

Main task: read the passage once. Second task: the counting rule below.

Counting rule

Every time you read the word donor or donors, make one tally mark in the box at the foot of the page. Do not go back and re-read. One pass only.

In 2015 Wales became the first part of the United Kingdom to presume that an adult who has registered no objection is willing to be an organ donor after death. Spain adopted a similar presumption in 1979 and now reports one of the highest donation rates in the world, which made the Spanish arrangement attractive to health ministers elsewhere. The logic looks straightforward. Most people say they approve of donation, far fewer ever join a donor register, and a default that matches the stated majority view ought to turn goodwill into transplants without compelling anybody to become a donor against their will.

The evidence is less obliging. Spanish rates climbed not in the years after the law changed but a decade later, when the country built a network of transplant coordinators, clinicians based in intensive care who identify a possible donor early, keep the body in a state fit for retrieval and conduct the conversation with the family. Several countries that switched to presumed consent without that staffing saw no rise in donors at all. Nor does the law remove relatives from the decision, since clinicians rarely proceed over a family's objection, so the donor register sets the starting point of a conversation rather than settling its outcome.

Presumed consent is therefore better understood as a signal than as a mechanism, and its defenders tend to argue as though the two were the same thing. A law announcing that becoming a donor is the normal expectation may change what a grieving family thinks is being asked of it, which is not nothing, but it works only where somebody trained is present to ask. The honest case for changing the default is modest: it costs little, it is probably mildly helpful, and it is far easier for a minister to pass than the coordinator posts that would make any difference to the number of donors.

Tally here - one mark per donor or donors

Make the marks as you read, then write your total before turning the page.

Total

1 Questions - cover the passage first

Answer from memory. Do not look back at the passage.

My tally total

From page 1

Q1. What does a presumed consent law assume about an adult who has registered no objection?

Q2. Why did Spain's donation rate rise a decade after its law changed rather than straight away?

Q3. Why might two countries with identical consent laws get very different results?

Q4. What does the writer suggest ministers find appealing about changing the default?

2 Grid sweep with a running count

Main task: cross out targets. Second task: keep a count in your head.

Rules - read both before you start, then start the timer

Main: cross out every number that is a multiple of 6.

Second: count - silently, no marks - how many numbers end in 5. Write the total in the box only when you have finished the whole grid.

868	848	122	448	197	379	837	575	532	574	268	549
655	265	891	881	977	675	762	181	556	864	473	906
551	611	374	571	188	354	407	621	154	761	806	167
226	963	996	629	553	364	910	657	966	706	408	570
645	511	271	737	700	535	883	139	987	927	499	393
230	344	572	211	280	490	980	279	853	737	273	331
350	886	466	275	735	828	859	133	977	194	438	192
905	832	209	103	387	575	682	870	103	133	152	914

Stop the timer when the grid is finished, not when you write the total.

Numbers ending in 5

Write it once the grid is done

3 Copy and total

Main task: copy each row of digits. Second task: keep a running total.

Rules

Main: copy each four-digit group into the box beside it, in order.

Second: add the two middle digits of every row to a running total as you go.

Write the running total in the box at the end of each row - from memory, not by going back and adding up at the end.

	Copy here	Running total
7 3 6 7		
5 6 7 4		
9 4 1 6		
6 1 4 1		
6 2 5 3		
8 3 4 4		
1 2 1 8		
5 9 1 3		
9 4 2 1		
6 7 6 5		
2 8 3 2		
9 8 9 5		

4 Bridging - answer in a sentence each

Where this shows up outside the sheet.

Q1. Which task gave way first in this exercise, and did you notice at the time or only afterwards?

Q2. During a long revision session, how many minutes pass before your reading stops going in?

Q3. When a teacher speaks while you are still writing the last point, what do you sacrifice?

Answer key

Task 1 · tally
donor or donors

8

Task 2 · crossed out
multiples of 6

12

Task 2 · counted
ending in 5

10

Task 3 · final total
two middle digits

106

Task 1 - suggested answers

- Q1. That the person is willing to donate organs after death unless they have opted out.
- Q2. The rise followed the building of a network of transplant coordinators in intensive care, not the law itself.
- Q3. Because outcomes depend on trained staff being present to identify donors and talk to families, which the law does not supply.
- Q4. It is cheap and quick to legislate, unlike funding the clinical posts that actually raise donation rates.

Notes for the parent or teacher

- Mark the two tasks separately. A student who scores well on the main task and loses the count has not failed - that is the normal pattern, and it is the thing worth discussing.
- Do not prompt or remind during a task. The reminder is the skill.
- An untimed run is a valid run. Record the time only if the student wants to beat it next week.
- Repeat the sheet after a week rather than straight away. Spacing is what makes the gain stick.
- This is attention practice, not an assessment. It does not diagnose anything, and no sheet of this kind should be read as a measure of ability.