

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 patent or patents, make one tally mark in the box at the foot of the page. Do not go back and re-read. One pass only.

A patent is a bargain. The state grants an inventor a monopoly of about twenty years in exchange for publishing how the invention works, so that others may build on it once the term expires. For medicines the bargain is strained, because what is being priced is not a convenience but survival, and a monopoly price can exceed what a health system is able to pay at all. The agreement on trade-related intellectual property that took effect in 1995 obliged almost every member of the World Trade Organisation to grant pharmaceutical patents, ending the practice by which India and others had lawfully manufactured cheap copies of drugs still under patent elsewhere.

The same agreement left an escape clause. A government may issue a compulsory licence, authorising a manufacturer to make a medicine under patent without the holder's consent in return for a royalty the state sets. Thailand used the power for antiretrovirals and a heart drug in 2006 and 2007; Brazil threatened it and negotiated a discount instead; India granted one for a kidney cancer drug in 2012. In each case the patent holder protested, trade retaliation was hinted at, and the licence covered a single product. The clause plainly works, yet it is used rarely and under pressure, which says something about how the power to override a patent is really distributed.

Defenders of strong pharmaceutical patents argue that weakening them would dry up research, and the argument proves far less than it claims. Most countries that have issued a compulsory licence are not the markets that fund drug development, and their contribution to a company's revenue is small enough that losing it changes little at the research end. The real objection is precedent rather than income. That makes the dispute less a trade-off between today's patients and tomorrow's medicines than a disagreement about who is entitled to decide, and arguments about incentives are a convenient way of avoiding saying so.

Tally here - one mark per patent or patents

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 government give an inventor, and what does it receive in return?

Q2. How does a compulsory licence work, and why do holders resist it so strongly?

Q3. Why does the writer think a licence issued by a poorer country costs research so little?

Q4. What does the writer claim the argument about research incentives is really concealing?

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 7.

Second: count - silently, no marks - how many numbers end in 2. Write the total in the box only when you have finished the whole grid.

840	513	320	273	151	176	872	681	402	104	966	346
985	489	984	995	855	727	858	914	126	310	446	596
450	315	901	940	194	210	225	295	708	521	438	377
932	693	908	338	269	230	568	496	225	412	411	947
789	546	425	917	972	504	751	716	309	183	922	321
652	245	438	347	497	877	481	362	250	660	808	600
478	603	110	402	820	585	292	974	653	929	176	859
235	816	911	311	915	926	503	596	709	429	836	209

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

Numbers ending in 2

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
3 6 5 9		
8 9 8 2		
8 4 6 2		
4 8 4 5		
9 4 2 9		
2 8 5 6		
4 7 1 2		
7 8 2 9		
9 1 2 6		
8 7 1 1		
6 2 5 1		
8 9 1 1		

4 Bridging - answer in a sentence each

Where this shows up outside the sheet.

Q1. Which of the two tasks slipped first, and was it a lapse of attention or a decision you made?

Q2. Which revision technique leaves you least able to do anything else at the same time?

Q3. When a lesson moves faster than your notes, do you ask or catch up later, and does that work?

Answer key

Task 1 · tally
patent or patents

7

Task 2 · crossed out
multiples of 7

12

Task 2 · counted
ending in 2

10

Task 3 · final total
two middle digits

115

Task 1 - suggested answers

Q1. A monopoly of about twenty years, in exchange for publishing how the invention works so others can build on it later.

Q2. The state lets another firm make the medicine for a set royalty without consent; holders resist mainly because of the precedent it sets.

Q3. Those countries are not the markets that fund development, so the revenue lost is too small to change research decisions.

Q4. A disagreement about who has the right to decide, rather than a genuine trade-off between present and future patients.

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.