

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

Norway found oil under the North Sea in 1969, and over the following two decades made a decision that most producing states did not. Rather than spend the revenue as it arrived, it would save almost all of it. The money now sits in the Government Pension Fund Global, and two rules govern it. The first is that the fund invests only outside Norway, in listed shares, bonds and some property, so that petroleum money never chases domestic wages and prices. The second is a fiscal rule under which the government may transfer into the budget each year only the fund's expected real return, a figure set at about three per cent.

The first rule is a deliberate defence against what economists call the resource curse. Spending commodity revenue at home lifts the exchange rate, makes exporters uncompetitive, and leaves an economy that can only produce the commodity; investing it abroad keeps that pressure out. The second rule has a subtler effect. Because the annual transfer is a share of the fund rather than a share of production, the budget is insulated from the oil price but exposed to world markets, and a bad year for global equities tightens Norwegian spending even when the wells are full. The fund is also now enormous, holding well over one per cent of all listed equity on earth.

The achievement here is usually described as financial prudence, which misses the point. What the rule actually did was convert a political question, namely how fast to spend a windfall, into an arithmetic one that a finance minister can lose an argument about in public. Its force comes from being legible, not from Norwegian virtue; any government that tried to breach it would have to explain a number. That also marks its weakness. The rule is defended as saving for a future generation, and as the fund's returns come to dwarf what the wells still earn, that story grows thinner, and the case for restraint will have to be made on grounds nobody has yet rehearsed.

Tally here - one mark per fund or fund's

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. Why does Norway require the fund to invest its money outside the country?

Q2. What trade-off does the government accept by tying annual spending to fund value rather than oil output?

Q3. Why might the rule become harder to defend as the oil fields decline?

Q4. The writer calls the rule's strength its legibility. What does that claim assume about how budgets are decided?

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 13.

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.

504	819	469	629	299	465	635	423	342	754	696	505
963	966	278	981	324	143	959	802	284	300	281	323
844	748	481	279	944	112	895	942	591	837	331	954
729	293	248	355	943	340	809	831	403	964	898	439
675	933	133	690	198	954	376	976	871	967	399	823
255	520	848	721	397	699	478	409	931	882	676	980

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 five-digit group into the box beside it, in order.

Second: add the second and third 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
6 4 3 7 2		
7 8 3 9 8		
3 8 8 8 2		
3 5 2 7 5		
5 2 2 2 5		
2 7 9 8 6		
9 4 4 2 5		
6 7 3 3 7		
8 2 5 8 2		
9 5 2 7 1		
9 3 2 9 3		
4 7 3 9 6		

4 Bridging - answer in a sentence each

Where this shows up outside the sheet.

Q1. Which of the two jobs went first this time, and was it the counting or the comprehension that gave way?

Q2. During a long revision block, what signal tells you that you are reading without taking anything in?

Q3. If you hold a part-time shift the evening before a deadline, which task actually gets your attention?

Answer key

Task 1 · tally fund or fund's 8	Task 2 · crossed out multiples of 13 9	Task 2 · counted ending in 5 7	Task 3 · final total second and third digits 108
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Task 1 - suggested answers

Q1. To keep petroleum money out of domestic wages and prices, so the currency and other exporting industries are not damaged.

Q2. It gains protection from swings in the oil price but takes on exposure to world markets, so a global downturn tightens the budget.

Q3. Its justification is saving oil wealth for the future; once returns matter more than the wells, that framing no longer fits.

Q4. That public argument constrains ministers, and that a rule stated as a clear number is harder to evade than a vague commitment.

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.