

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

Malaysian land law is built on a register. Under the Torrens system inherited from colonial administration, a title is good because the state has recorded it, and land that is not recorded is, in principle, state land. Against that tidy arrangement sits a line of cases beginning with a 1997 Johor judgment in favour of Orang Asli villagers whose forest had been taken for a dam catchment, and continuing through decisions on Temuan and Iban claims. The courts held that customary rights in land are not a gift from the state at all. They are pre-existing rights, arising from occupation and use before any register existed, which survive unless a statute has clearly extinguished them.

Proving such a right is harder than holding a title deed. A community must show continuous occupation of particular ground using evidence the register was never designed to hold: fruit trees, graves, old swidden plots, the memory of elders. Courts in Sarawak have accepted farmed land, temuda, more readily than the wider foraging territory a longhouse calls its pemakai menoa, and appellate decisions have narrowed the second while leaving the first intact. There is a further trap. A right the courts recognise but no registry records cannot be mortgaged, sold or used as security, so a community may win its case and still find that its land supports no credit and no investment at all.

The usual remedy proposed is individual titling: survey the holdings, issue documents, let people own what the judgment says is theirs. This should be resisted. Individual title converts collective land into a tradable asset, and a tradable asset can be bought cheaply, lost to debt, or sold by one household against the interest of the rest, which makes dispossession lawful rather than preventing it. What the cases actually point towards is a registrable communal title, held by the community as a body and alienable only with its consent. Nothing in the Torrens system forbids such a category; it was simply never built.

Tally here - one mark per land

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. According to the courts, where do native customary rights in land come from?

Q2. Why can a community win recognition of its rights and still be unable to borrow against its ground?

Q3. Why might a government prefer issuing individual titles to creating a communal one?

Q4. The writer opposes individual titling. What view of how land is lost does that argument rest on?

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 4. Write the total in the box only when you have finished the whole grid.

767	408	294	527	648	732	248	769	715	425	679	427
978	788	196	482	651	224	535	936	223	637	774	393
588	265	678	336	177	745	247	794	813	409	676	634
895	904	216	428	229	765	805	512	964	941	213	475
317	198	257	135	661	286	301	368	977	982	959	824
747	230	715	821	832	203	435	631	618	416	985	798
872	971	344	201	738	607	631	727	981	277	189	670
984	318	810	805	901	949	223	599	327	866	468	270

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

Numbers ending in 4

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

4 Bridging - answer in a sentence each

Where this shows up outside the sheet.

Q1. Which task slipped first for you here, and did you notice it slipping at the time or only afterwards?

Q2. When a lecturer speaks faster than you write, do you keep listening or keep writing, and what decides that?

Q3. Name one study habit of yours that quietly runs two tasks at once, and say what it costs.

Answer key

Task 1 · tally
land

7

Task 2 · crossed out
multiples of 13

12

Task 2 · counted
ending in 4

10

Task 3 · final total
second and third digits

115

Task 1 - suggested answers

Q1. From occupation and use that predates the register, not from any grant by the state, and they survive unless a statute clearly ends them.

Q2. Lenders need a registered title as security, and a court-recognised right that no registry records cannot be mortgaged or sold.

Q3. Individual titles fit the existing register and administration, and create a market in land that government and buyers can work with.

Q4. That loss happens mainly through lawful sale, debt and pressure on single households rather than through outright seizure.

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.