

**412: SHORTHAND 80 WPM**  
**412 – Shorthand – 80 WPM**

**1. AIM**

To test the ability of the candidates to take dictation at 80 wpm and to transcribe accurately on typewriter.

**2. EXAMINATION SCHEME**

- (a) The duration of the paper is 1 hour 40 minutes
- (b) Two passages of three minutes each at 80 with two minutes internal between the two passages.
- (c) Syllabic intensity between 1.35 to 1.40 (80 wpm)
- (d) Transcription for 80 wpm is 1 hour 15 minutes.

The examination will consist of any two passages from the following:-

- (a) Business matters e.g. banking, insurance, marketing etc.
- (b) Letters, memo and reports.
- (c) Literary matter of a non-technical and non-controversial nature.
- (d) Literary passages which may be on feature articles and topical issues (non-technical).

**Instruction to Candidates**

Candidates will transcribe their notes using Typewriter. No carbon copy is required.

**412 SHORTHAND (BSH11-12)**

**PROGRAMME BUSINESS STUDIES: MODULE: BSH SHORTHAND PITMAN (NEW ERA)**

<b>Topic/Objectives</b>	<b>Contents</b>	<b>Activities/Remarks</b>
<p><b>1.0 Technology for writing and reading Shorthand</b></p> <p>(1) Demonstrate correct posture for ease of writing shorthand.</p> <p>(2) Explain the phonetic basis of Pitman Shorthand.</p>	<p>1. The need for learning shorthand.</p> <p>2. Correct writing posture</p> <p>3 - Sitting upright with feet firmly on the floor, left foot slightly advanced.</p> <ul style="list-style-type: none"> <li>- Correct placement of notebook on the desk.</li> <li>- Left hand pitching bottom left at correct page.</li> <li>- Correct handling of shorthand pen/pencil.</li> <li>- Correct writing impression.</li> </ul> <p>4. Phonetic basis of Pitman Shorthand.</p>	<ul style="list-style-type: none"> <li>- Demonstrate correct writing posture.</li> <li>- Exhibit picture illustrating correct writing posture.</li> <li>- For introductory purpose, briefly outline history of shorthand and trace the development to Pitman Shorthand, pointing out its advantages. Also mention other system e.g. Gregg, Sloans etc.</li> <li>- Use words with silent letter to illustrate e.g. debt, palm, etc.</li> <li>- Emphasize correct posture, use the chalkboard constantly for demonstration.</li> </ul>
<p><b>2.0 Consonants and Vowels</b></p> <p>(1) Distinguish between lighter strokes and light strokes.</p> <p>(2) Explain the three position of outlines relative to three vowel places</p> <p>(3) Write automatically in response to sound and not according to spellings.</p>	<p>1. Writing according to sound.</p> <p>2. Consonants:</p> <ul style="list-style-type: none"> <li>(a) P,B,T,D,CH,J.</li> <li>(b) F,V,TH,Th,S,Z,SH,ZH.</li> <li>(c) K,G,N,N,NG,L,W,Y.</li> </ul> <p>3. Vowels:</p> <ul style="list-style-type: none"> <li>(a) First place vowels Ah, a, aw, and o</li> <li>(b) Second place vowels a,e,o, and u</li> <li>(c) Third place vowels: e, I, oo, oo</li> </ul>	<ul style="list-style-type: none"> <li>- Emphasize that correct outlines are written and not drawn.</li> <li>- Practice correct pronunciation after the teacher.</li> <li>- Read consonants and vowels from the chalkboard.</li> <li>- Read from the text-books.</li> <li>- Go round the class correcting wrong posture.</li> <li>- Practice writing outline swiftly.</li> <li>- Emphasize the right size of outlines using</li> </ul>

Topic/Objectives	Contents	Activities/Remarks
		the textbooks as models. - Copy from the text-book. - Copy drill and learn shorthand phrases. - Take down dictated words and short sentences. - Read back whatever is taken down from dictation.
<b>3.0 Upward And Downward “R”</b> (1) Apply the principles guiding the use of either upward and downward “R’	- Upward and Downward “R”	- Read exercise on Upward “R”. - Drill exercise. - Take dictation.
<b>4.0 Diphthongs and Triphones</b> (1) Identify diphthongs and triphones and their correct placement.	1. Diphthongs: i, oi, ow and u 2. Triphones.	- As in (1 – 3) - As 3 above.
<b>5.0 Circle “S”</b> (1) Explain the principles in writing the Circle “S”	1. Principles applied in the use of Circle “S”. 2. When and how to use Circle S”.	- Same as above. - Give assignments regularly and ensure that these are correct.
<b>6.0 Loop “ST” And “STR”</b>	1. “ST” loop. 2. “STR” loop.	- Same as above. - Give assignments regularly and ensure that these are correct.
<b>7.0 “SES” And “SW” Circles</b> (1) Explain the principles applied in the use of SES and SW Circles	1. SES Circles. 2. SW Circle. 3. Vowel indication.	- Emphasize the necessity for left hand motion. Teach them how to write correct outlines.
<b>8.0 Halving Principles</b> (1) Apply the halving	1. Halving principles	- Check that students actually write halved

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principles in the formation of words and phrases		strokes.
<b>9.0 Doubling Principles</b> (1) Explain doubling principles in the formation of words and phrase.	1. Doubling principles to: - Curved strokes. - Lighter strokes. 2. Straight strokes. 3. Light strokes. 4. MP, MB 5. NG.	<ul style="list-style-type: none"> <li>- Use follow up books for references.</li> <li>- Ask individual students how they would write certain words. Put what they say on the board and ask the rest if it is correct if not, can they say why? Demonstrate rather than talk all the time.</li> </ul>
<b>10.0 Speed Passage At 40 wpm</b> (1) Take dictation at the rate of 40 wpm based on principles already covered within a given duration, and transcribe the notes taken down accurately.	1. Series of drills and exercises. 2. Rapid reading drills. 3. Short forms, inter-sections and phrases. 4. Fast reading from printed shorthand. 5. Passages from timed reading. 6. Timed writing.	<ul style="list-style-type: none"> <li>- Always give short warm up passages.</li> <li>- Strive to improve students' English in liaison English teacher. Suggest reading materials to help them develop their English.</li> <li>- Practice taking down timed dictation.</li> <li>- Practice taking down short-timed passages.</li> <li>- At this stage, the teacher must restrict dictation to very easy passages, and limit this to only 2 minutes in length.</li> <li>- Practice taking down slow passages.</li> <li>- Ensure that assignments are given to enable students to keep in touch with any unit constantly.</li> </ul>

**MODULE BSH 12 – SHORTHAND (60 WPM) NEW ERA**

<b>Topic/Objectives</b>	<b>Contents</b>	<b>Activities/Remarks</b>
<b>11.0 Double Consonants “PL” and “PR” Series</b> (1) Apply the double consonants when taking dictation and decipher characters for transcription.	1. PL and PR hooks. 2. “S” circle with PR series. 3. Initial loop to “PR” series to include “R”. 4. Hook “R” in the middle of outline. 5. Special use of double consonants.	- Transcription. Teacher should be sympathetic with slow learners. - Assess students acquisition of skill by giving exercises and dictation of varied speed.
<b>12.0 Double Consonants to Curves</b> (1) Explain the principles, differentiate and apply the reverse double consonants for developing speeds.	1. “FR”, “VR”, “FL”, “VL” hooks. 2. Formation of initial large hook in the double consonants “FL”, “VL” etc on the inside of curves. 3. Reverse forms.	- Practice the formation of hooks “R” and “L” to curved strokes. - Drill selected work based on the principles covered. - Practice outline for special development.
<b>13.0 N Hook</b> (1) Identify Hook “N” (2) Apply it in the formation of words, short forms and phrases	1. Hook “N” formation and uses.	- Practice the formation of Hook “N”. - Drill selected words based on the principles covered. - Practice outline for special development.
<b>14.0 F or V Hook</b> (1) Explain Hook “F” or “V”. (2) Apply it in the formation of words, short forms and phrases. (3) Distinguish between Hook “F” or “V” and other Hooks and apply them in the formation of words, short forms and phrases.	1. Hook “F” or “V”.	- Take down dictation for speed development. - Drill outlines that covers Hook “F” or “V” principles - The formation of Hook “F” or “V” should be practiced.
<b>15.0 Shun Shook</b> (1) Explain the use of – Shun Hook (2) Write – Shun Hook appropriately. (3) Apply – Shun Hook in the formation of words,	1. Shun Hook	- Practice the formation of Shun Hook. - Selected words should be drilled on the areas covered. - Take down dictation for speed

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short forms and phrases.		developments.
<b>16.0 Compound Consonants</b> (1) Explain the use of the compound Consonants e.g. KW, GW, MP, MB, LR, RR and WH. (2) Apply the compound Consonants in the formation of words and phrases.	1. Compound Consonants – KW, GW, MP, MB, LR, RR and WH	<ul style="list-style-type: none"> <li>- Practice the formation of the compound Consonants.</li> <li>- Drill selected words based on the principle covered.</li> <li>- Take down dictated passages containing the compound consonant strokes.</li> </ul>
<b>17.0 WL and WHL</b> (1) Identify a small and large hook e.g. “WL” and “WHL”. (2) Apply the “W” and “WH” in the formation of words.	1. “WL” and “WHL”.	<ul style="list-style-type: none"> <li>- Practice the formation of “WL” and “WHL” initial hooks.</li> <li>- Selected words should be drilled on the area covered.</li> <li>- Take down dictation for speed development.</li> </ul>
<b>18.0 Tick and Dot H</b> (1) Explain the uses of the Tick and Dot “H”. (2) Explain the Tick and Dot “H” in the application for words and phrase formation.	1. Tick and Dot “H”.	<ul style="list-style-type: none"> <li>- Practice the formation of Tick and Dot “H”.</li> </ul>
<b>19.0 Prefixes</b> (1) Apply the prefixes in taking Shorthand dictation.	1. Prefixes e.g con, com, cog, cum, accom, accomo, magna, magne, magni	<ul style="list-style-type: none"> <li>- Practice the use of prefixes</li> <li>- Drill words based on the principles.</li> <li>- Take down dictation passages containing prefixes.</li> </ul>
<b>20.0 Suffixes and Word Endings</b> (1) Explain and apply them appropriately when taking dictation.	1. Suffixes and word endings eg. ing, ings, ward, yard	<ul style="list-style-type: none"> <li>- Practice the use of suffixes and word endings.</li> <li>- Drill selected words based on the principles.</li> <li>- Take down dictated passages containing suffixes and word endings.</li> </ul>
<b>21.0 Diphones</b> (1) Take down dictated	1. Diphones	<ul style="list-style-type: none"> <li>- Practice the formation of Diphone signs.</li> </ul>

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passages containing Diphones.		<ul style="list-style-type: none"> <li>- Drill selected words based on the principle.</li> </ul>
<b>22.0 Speed passages at 60 wpm</b> (1) Demonstrate the ability to write shorthand passages at a minimum speed of 60 wpm and transcribe effectively.	<ol style="list-style-type: none"> <li>1. Shorthand, intersection and phrases.</li> <li>2. Series of drills and exercises.</li> <li>3. Rapid reading drills.</li> <li>4. Reading printed shorthand fast.</li> <li>5. Timed recoded passages from reading.</li> <li>6. Dictation</li> <li>7. Transcription.</li> </ol>	<ul style="list-style-type: none"> <li>- Practice taking timed dictation</li> <li>- Practice taking down shorthand passages.</li> <li>- Practice taking down slow passages.</li> </ul>

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## 412 SHORTHAND

### MODULE BSH 12 – SHORTHAND (80 WPM) NEW ERA

Topic/Objectives	Contents	Activities/Remarks
<b>23.0 Medial “W” “SH” and “S”</b> (1) Explain the use of Medial “W”, “Sh” and “S”. (2) The formation of Media, “W”, “S”, upward “SH” and “R” (3) Applying the principles of medial strokes in taking down dictation.	1. Medial “W”, “S”, “upward SH” and “R”.	<ul style="list-style-type: none"> <li>- Practice the formation of these principles in words, shorthand forms etc.</li> <li>- Selected words should be drilled on the areas covered.</li> <li>- Take down dictated passages containing the principles.</li> </ul>
<b>24.0 Figure representation</b> (1) Take down dictation for speed development containing figure and currencies representation.	1. Figure representation.	<ul style="list-style-type: none"> <li>- Practice the use of figure representation.</li> <li>- Drill selected outlines based on figures.</li> <li>- Take down dictation for speed development.</li> </ul>
<b>25.0 Compound Words</b> (1) State the rules governing the writing of compound words in shorthand. (2) Demonstrate how compound words are being represented by taking dictation.	1. Compound words.	<ul style="list-style-type: none"> <li>- Practice the formation of compound words.</li> </ul>
<b>26.0 Intersections</b> (1) Applying the principles of intersections in note taking.	1. Intersections.	<ul style="list-style-type: none"> <li>- Practice the various forms of intersections for the representation of commonly occurring words and phrases.</li> <li>- Take down dictation containing intersections.</li> </ul>
<b>27.0 Speed Development</b>	1. Speed development	<ul style="list-style-type: none"> <li>- Practice taking timed</li> </ul>



Topic/Objectives	Contents	Activities/Remarks
<p><b>(80 – 100) wpm)</b></p> <p>(1) Take dictation of (80 – 100 wpm).</p> <p>(2) Use short cuts and contractions to attain desired speed level.</p> <p>(3) Demonstrate ability to recall dictation and transcribe shorthand at 80 wpm with 95% accuracy.</p>	<p>(80 – 100 wpm).</p>	<p>dictation.</p> <ul style="list-style-type: none"> <li>- Practice taking long timed passages.</li> <li>- Transcribe notes taken at a minimum of 95% accuracy.</li> <li>- Self Practice by the teacher.</li> </ul>