



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

HSSC A Urdu Syllabus



For exams in 2026 & onwards

INTRODUCTION TO ZUEB

The Ziauddin University Examination Board (ZUEB) is not only an awarding body but also a solution-driven educational organization dedicated to upholding the highest standards of academic excellence. ZUEB believes in Excellence, Integrity, and Innovation in Education. Established with a vision to foster a robust educational environment, ZUEB is committed to nurturing intellectual growth and development that meets international standards in an effective manner. The Ziauddin University Examination Board (ZUEB) was established through Government Gazette No. XLI on June 6th, 2018. Its purpose is to ensure a high quality, maintain global standards, and align the syllabi with national integrity within the examination system of Pakistan. ZUEB manages student appeals, regulates assessments, and reviews policies to maintain high standards.

WHY CHOOSE HSSC-A AT ZUEB?

Ziauddin University Examination Board (ZUEB) offers the HSSC-A (Higher Secondary School Certificate advance) program, designed for students from international educational backgrounds. This program provides a structured, affordable, and academically strong pathway for learners to align with Pakistan's education system. It allows students to fulfill national curriculum requirements, including Urdu, Islamiyat and Pakistan Studies with academic integrity and flexible learning options. ZUEB believes no student should be left behind due to financial limitations or cross system transitions, and HSSC-A serves as a bridge between past efforts and future ambitions. It is the trusted choice for higher education in Pakistan.

HSSC-ADVANCE URDU

Urdu, being the National language of Pakistan, serves as a unifying force for people across diverse cultures and regions. Therefore, the syllabus of Urdu language offers by ZUEB through HSSC-A examinations, aims at enabling students to develop proficiency in listening, speaking, reading and, writing while also appreciating the literacy, cultural heritage and Urdu Literature embedded in Urdu language.

Through Urdu language education, learners are encouraged to acquire effective communication skills for academic, professional, and social settings. Learners also appreciate the richness of Urdu prose and poetry as a reflection of cultural identity and values. At ZUEB, the teaching and learning of Urdu language is about fostering identity, cultural pride, and intellectual growth among students. Explore more on what HSSC-A offers: [ZUEB HSSC-A Official Page](#)

Educational Philosophy

The HSSC-A Urdu syllabus is designed to strengthen students' command of Urdu as a functional language. The emphasis is on practical communication skills, both written and oral, to help learners engage effectively in academic, professional, and everyday contexts. The subject develops comprehension, accuracy, clarity, and expression through structured tasks in listening, reading, and writing.

- **Language Proficiency** – Build listening, reading, and writing competence for real-life use.
- **Communication Skills** – Enhance clarity, accuracy, and fluency in different contexts.
- **Critical and Independent Thinking** – Encourage analysis, summation, and evaluation of information.
- **Practical Application** – Apply Urdu language skills in academic, professional, and social interactions.

Assessment Structure

- Paper Duration: 2.5 hours
- Total marks: 100
- One compulsory paper divided into three sections:

Sections	Weighting	Assessment Focus
Section 1: Listening Mcqs/ Matching	20%	Assess comprehension of spoken texts: factual recall, main ideas, sequence, and opinions.
Section 2: Reading & Writing Mcqs/ Short Answers	20%	Test summarising, paraphrasing, completing information, short written responses (emails, notes, summaries).
Section 3: Q/A Extended Writing	20%	Evaluate clarity, organization, and argumentation in longer writing tasks (essays, emails, opinions).
Section 4: Mcqs/ Matching, Writing	40%	Poetry: Reference to the context, Summary, Prose: literary era and background, plot and setting, characterization, themes and moral, language and style and basic interpretation of the text.

Cognitive Levels

Cognitive Levels	Assessment Objectives	Paper Weightage %	Description
Understanding / Remembering	AO1	20%	Demonstrate comprehension of spoken/written texts by identifying main ideas and factual details

Application	AO2	20%	Summaries, notes, structured short responses.
Analysis	AO3	30%	Analyse information, organize ideas logically, and respond critically in writing.
Evaluation	AO4	30%	Evaluate ideas, themes, and language of the text by forming justified opinions with textual support.

Urdu Listening				
Learning Aims/Goals <ul style="list-style-type: none"> Understand the main ideas and supporting details in spoken texts (announcements, reports, interviews). Apply active listening skills to follow dialogues, conversations, and discussions. Distinguish between facts, opinions, and attitudes expressed by speakers. Analyse spoken information to infer implicit meanings and intentions. Develop effective strategies for responding accurately to oral input in different contexts. 				
SLO # 1	The learner will:		The learner can:	Cognitive levels
1	Demonstrate understanding of spoken announcements	1.1.1	Identify the main idea of an announcement	AO1
		1.1.2	Recall factual details from the announcement	AO1
2	Apply listening skills to dialogues	1.2.1	Select the correct response to factual questions from a conversation	AO2
		1.2.2	Identify the speaker's opinion or intention	AO2
3	Apply comprehension to reports	1.3.1	Complete missing words or phrases in a report	AO2
		1.3.2	Recognize sequence of ideas in the report	AO2
4	Apply critical listening to opinions	1.4.1	Match speakers with the correct opinions	AO2
		1.4.2	Distinguish between similar or contrasting opinions	AO2
5	Analyse spoken interviews	1.5.1	Identify explicit answers from the interview	AO3
		1.5.2	Infer implicit meaning or attitude of the interviewee	AO3

Urdu Reading

Learning Aims/Goals

- Demonstrate comprehension of written texts by identifying main ideas and factual details.
- Apply reading strategies such as skimming, scanning, and inference to understand meaning.
- Summarise and paraphrase information from texts in a clear and logical manner.
- Analyse written material to identify arguments, perspectives, and bias.
- Cultivate critical reading habits that support independent learning and academic success.

SLO #2	The learner will:		The learner can:	Cognitive levels
1	Demonstrate reading comprehension	2.1.1	Answer direct factual questions from a passage	AO1
		2.1.2	Identify main ideas and supporting details	AO1
2	Apply summarising skills	2.2.1	Extract key points from an article	AO2
		2.2.2	Write a concise summary in own words	AO2
		2.2.3	Organize ideas logically in summary form	AO2

Urdu Writing				
Learning Aims/Goals <ul style="list-style-type: none"> • Apply appropriate formats and conventions for different written forms (emails, essays, summaries). • Express ideas, opinions, and arguments clearly, coherently, and persuasively in writing. • Organise information logically, using suitable vocabulary and structures. • Analyse issues critically and present well-supported viewpoints in extended writing. • Develop accuracy in grammar, spelling, and style to enhance clarity and effectiveness. 				
SLO #3	The learner will:		The learner can:	Cognitive levels
1	Apply written communication skills	3.1.1	Identify correct format and structure of an email	AO2
		3.1.2	Write an appropriate subject line and greeting	AO2
		3.1.3	Express opinion clearly in an email body	AO2
2	Analyse and evaluate issues in writing	3.2.1	Generate arguments for or against a given topic	AO3
		3.2.2	Organize arguments with logical coherence	AO3
		3.2.3	Evaluate opposing views and conclude effectively	AO3

Urdu Literature				
Learning Aims/Goals <ul style="list-style-type: none"> • Identify themes, recall key events and characters, and explain the moral or central message. • Recognise and explain devices in poetry and prose, and organise ideas logically in short responses. • Interpret themes in social and cultural contexts, assess the writer's style, and justify opinions with textual evidence. • viewpoints clearly and persuasively, applying correct grammar, spelling, style, and appropriate formats. 				
SLO #4	The learner will:		The learner can:	Cognitive levels
1	Demonstrate understanding of Urdu literary texts	4.1.1	Identify the theme and central idea of a given text	AO1
		4.1.2	Recall key events, characters, or poetic ideas	AO1
		4.1.3	Explain the moral or message of the text	AO2
2	Analyse literary	4.2.1	Recall key events, characters, or poetic ideas	AO3

	elements in texts	4.2.2	Identify and explain literary devices in poetry and prose	AO3
		4.2.3	Organise ideas logically in short analytical responses	AO3
4	Evaluate and interpret Urdu literature	4.3.1	Interpret themes in relation to social or cultural context	AO4
		4.3.2	Evaluate the writer's style and use of language	AO4
		4.3.3	Justify opinions with relevant textual references	AO4

موضوعات کی فہرست

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حصہ اول (Listening) : سننے کی مہارت

- روزمرہ مکالمے (پڑوسیوں ، استاد شاگرد ، میاں بیوی ، گاہک دکاندار)
- رپورٹس (کھیل ، تقریبات ، حادثہ)
- اسکول اسمبلی ، تقاریر ، بحث و مباحثہ
- حکومتی اعلانات ، خبریں (ریڈیو ، ٹی وی)
- انٹرویوز (ادبی شخصیات ، اساتذہ ، کھلاڑی)

حصہ دوم (Reading) مطالعہ

- ادبی اقتباسات ، معلوماتی تحریریں
- اخباری مضامین ، تنقیدی مضامین
- مختصر سبق آموز کہانیاں

حصہ سوم (Writing) تحریر

- خط نویسی
- درخواست نویسی
- ای میل نویسی

حصہ ادب (Literature)

1- شاعری (نظمیں اور غزلیات)

نظمیں :

- خودی کو کر بلند اتنا علامہ اقبال - میں نہیں مانتا حبیب جالب

- میرا بچپن احمد ندیم قاسمی - بول کے لب آزاد ہیں تیرے فیض احمد فیض

- سورج کو رخصت کرنا محسن نقوی

غزلیات :

- یہ نہ تھی ہماری قسمت مرزا غالب - گلوں میں رنگ بھرے فیض احمد فیض

- شکوہ نہیں کسی سے احمد فراز - وہ جو ہم میں تم میں قرار تھا ناصر کاظمی

- تم چلے جاؤ گے پروین شاکر

2- ناول : پیر کمال (عمیرا احمد)

3- افسانہ : ٹوبہ ٹیک سنگھ (سعادت حسن منٹو)

4- سفرنامہ : نکلے تیری تلاش میں (مستنصر حسین تارڑ)

5- ڈرامہ : اندھیرا (اشفاق احمد)