



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

SSC A

English 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 SSC-A AT ZUEB?

Ziauddin University Examination Board (ZUEB) offers the SSC-A (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, Pakistan Studies, or Sindhi, with academic integrity and flexible learning options. ZUEB believes no student should be left behind due to financial limitations or cross-system transitions, and SSC-A serves as a bridge between past efforts and future ambitions. It is the trusted choice for higher education in Pakistan.

SSC-ADVANCE ENGLISH

English in the SSC-Advance qualification at ZUEB serves as a medium of communication in academics, business, and global affairs. As a lingua franca, English enables students of diverse linguistic backgrounds to interact, exchange ideas, and access knowledge and information. This subject strengthens communication skills and equips students with a strong international language foundation that is a prerequisite for success in competitive university entrance examinations across Pakistan and abroad.

Aligned with both national educational frameworks and the needs of students from international qualification backgrounds, our SSC-Advance English creates bridges between global understanding and local academic standards. Students gain a firm grasp of fundamental skills in reading comprehension, writing, grammar, vocabulary, and critical analysis, delivered through a structured, flexible, and supportive learning model.

Whether your goal is to enter a top university, pursue academic research, or simply build a strong foundation in effective communication and critical thinking, SSC-Advance English ensures you are academically prepared and nationally aligned. Explore more on what SSC-A offers: [ZUEB SSC-A Official Page](#).

EDUCATIONAL PHILOSOPHY

This qualification is grounded in Communicative Language Teaching (CLT) methodology, which positions interaction as both the means and primary goal of language study. This approach emphasizes developing students' communicative competence through meaningful engagement with authentic language use contexts.

- **Student-Centred Learning** - Learners actively construct knowledge through participation in meaningful language activities
- **Authentic Communication** - Assessment reflects real-world language use situations and purposes
- **Integrated Skills Development** - Recognition that natural language use requires the simultaneous application of multiple skills.
- **Meaning-Focused Interaction:** Emphasis on effective communication whilst maintaining linguistic accuracy

SYLLABUS OVERVIEW

No.	Content	AO	Exam
1	Writing & Reading	AO1, AO2, AO3, AO4,	Assessment Structure Paper 1: Writing & Reading Gap-filling activities, Short answer, Article and Email / Letter writing Paper Duration: 2 hours Paper Weightage: 60% Paper 2: Listening Short audio extracts and longer passages, Multiple choice questions, Matching exercises, Notetaking tasks, Gap-filling activities Paper Duration: 50 mins Paper Weightage: 20% Paper 3: Speaking Warm-up conversation (3 minutes) Independent speaking task (4 minutes) Extended discussion (3 minutes) Paper Duration: 20 mins Paper Weightage: 20%
2	Listening		
3	Speaking		

Paper 1	Weighting	Assessment Focus
Writing & Reading	60%	Written communication and textual analysis
Paper 2		
Listening	20%	Audio comprehension and interpretation
Paper 3		
Speaking	20%	Oral communication and interaction

COGNITIVE LEVELS

Cognitive Levels	Assessment Objectives	Paper Weightage %	Description
Understanding / Remembering	AO1	9	Define fact, opinion, gist and perspective; organize key facts and viewpoints clearly
Application	AO2	27	Select relevant information; link and develop ideas logically; use accurate grammar and varied vocabulary
Analysis	AO3	36	Identify explicit and implicit meanings; compare and interpret texts; respond thoughtfully in discussion; maintain accuracy in expression
Evaluation	AO4	27	Judge and synthesize ideas across sources; write for impact; connect attitudes and opinions; express and defend viewpoints confidently

1	Writing & Reading			
Aim: This component aims to develop candidates' ability to read and write effectively. Through exposure to a range of fiction and non-fiction texts from different periods, candidates learn to understand subject content, genre, vocabulary, structure, and linguistic devices. They also learn to produce coherent, engaging texts for varied purposes and audiences, using accurate grammar, punctuation, spelling, and a wide vocabulary with appropriate linguistic conventions.				
SLO#1	The learner will		The learner can	Cognitive levels
1.	Be able to read a wide selection of texts fluently and with critical understanding	1.1.1	Define the meaning of (i) fact, (ii) opinion,(iii) gist, and (iv) perspective	AO1
		1.1.2	Identify and comment on explicit and implicit ideas and information as well as inferences.	AO2
		1.1.3	Describe writers' use of language to convey ideas, meaning, perspective, and purpose to influence readers	AO3

2.	Be able to critically compare and analyse two or more texts based on knowledge gained from wide reading	1.2.1	Analyse information across texts to determine meaning, purpose, and opinion and support this with appropriate textual references	AO3
		1.2.2	Interpret and evaluate writers' ideas and perspectives across texts including what is implied but not directly stated	AO4
		1.2.3	Synthesize evidence and information from a variety of texts in terms of capturing key points	AO4
3.	Be able to structure ideas and opinions in a clear and coherent manner	1.3.1	Organise information within texts such as facts, meaning, opinion, and perspectives	AO1
		1.3.2	Demonstrate writing for impact emphasising key points, citing quotations, including rhetorical devices)	AO3
		1.3.3	Distinguish between what is thought, felt, and imagined	AO4
4.	Be able to produce a variety of texts showing a range of language structures	1.4.1	Write clearly, effectively, and imaginatively for different forms, purposes, and audiences, adjusting register, style, and tone accordingly	AO4
		1.4.2	Apply a range of grammatical structures and vocabulary accurately and effectively, including paragraphing	AO2
		1.4.3	Show full control of punctuation and spelling	AO3

Aim: The aim of this component is to enable candidates to understand factual information and ideas from a range of sources. Candidates are required to listen to a variety of texts, voices, and accents, demonstrating understanding and responding comprehensively and effectively				
SLO#2	The learner will		The learner can	Cognitive levels
1.	Be able to listen to a selection of texts varying in length and depth	2.1.1	Identify and select relevant information	AO2
		2.1.2	Listen and respond appropriately and effectively to ideas, opinions, and attitudes	AO3
2.	Be able to understand what is implied but not expressly stated in a text	2.2.1	Listen and interpret facts, ideas, and opinions in an orderly manner	AO3
		2.2.2	Demonstrate how attitudes, ideas, and opinions might be connected	AO4

1.	Speaking			
Aim: The aim of this component is to enable candidates to communicate ideas and factual information with elaboration and expansion. Candidates will be required to engage in conversation on a wide range of topics familiar to their experience.				
SLO#2	The learner will		The learner can	Cognitive levels
1.	Be able to engage in an independent long speaking task on a given topic	3.1.1	Develop responses and connect ideas using a range of linking devices	AO2
		3.1.2	Express ideas accurately, clearly, and effectively	AO3
		3.1.3	Demonstrate control of pronunciation and intonation patterns	AO4

2.	Be able to participate in a discussion with subsequent questions and answers	3.2.1.	Articulate what is felt, imagined, and thought with accuracy, clarity, focus, and purpose using fluent language including a wide range of grammatical structures and vocabulary	AO4
		3.2.2	Engage in a discussion conveying facts, ideas, and opinions effectively in order to maintain the interest of the audience and contribute to the progress of the discussion	AO3
		3.2.3	Respond to comments and feedback using spoken Standard English as well as register appropriate to audience and context	AO4

This syllabus reflects the comprehensive nature of international English language education, designed to prepare students for academic and professional success in English-speaking environments through research-based pedagogical approaches and authentic assessment methods.