



**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](#).

# International GCSE English Language Syllabus

## COURSE OVERVIEW

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This International GCSE English Language qualification is designed for international students seeking to demonstrate proficient communication skills in English. The programme develops competency across four essential language skills while fostering critical thinking and analytical capabilities.

### Course Objectives

Students will develop the ability to:

- Communicate effectively in spoken and written English for diverse purposes and audiences
- Analyse and evaluate texts with critical insight and thorough understanding
- Listen actively and extract meaning from varied audio sources
- Express ideas clearly using accurate grammar, appropriate vocabulary, and correct pronunciation

### Key Features

- **Duration:** 130 guided learning hours
- **Assessment:** Three externally assessed components
- **Mode:** Centre-based delivery

## THEORETICAL FOUNDATION

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# 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 emphasises 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

## Supporting Evidence

Research consistently demonstrates that integrated skills approaches lead to enhanced language proficiency, increased learner motivation, and better preparation for authentic communication contexts. This syllabus applies these principles through assessment tasks that genuinely evaluate students' ability to use English for real communicative purposes.

# ASSESSMENT STRUCTURE

All students must complete three mandatory components:

Component	Duration	Weighting	Assessment Focus
Paper 1: Writing & Reading	2 hours	60%	Written communication and textual analysis

Component	Duration	Weighting	Assessment Focus
Paper 2: Listening	50 minutes	20%	Audio comprehension and interpretation
Paper 3: Speaking	10 minutes	20%	Oral communication and interaction

## Paper Details

### Paper 1: Writing & Reading AO1 COGNITIVE LEVEL 1 & AO2 COGNITIVE LEVEL 2

**Format:** Five varied exercises including:

- Multiple choice questions
- Gap-filling activities
- Precis writing
- Short answer questions
- Article and email/letter writing

### Paper 2: Listening AO3 COGNITIVE LEVEL 3

**Format:** Five exercises featuring:

- Short audio extracts and longer passages
- Multiple choice questions
- Matching exercises
- Note-taking tasks
- Gap-filling activities

### Paper 3: Speaking AO4 COGNITIVE LEVEL 4

**Structure:**

- Warm-up conversation (3 minutes)
- Independent speaking task (4 minutes)
- Extended discussion (3 minutes)

# ASSESSMENT OBJECTIVES

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## AO1 COGNITIVE LEVEL 1 - Writing Skills

- ✓ Write effectively for diverse purposes and audiences with impact
- ✓ Produce varied texts that accurately express opinions and ideas
- ✓ Use language creatively, imaginatively, and persuasively
- ✓ Apply extensive vocabulary and sentence structures with accurate spelling and punctuation

## AO2 COGNITIVE LEVEL 2 - Reading Skills

- ✓ Read critically with comprehensive understanding for various purposes
- ✓ Extract explicit information from diverse texts
- ✓ Identify implicit meanings and make inferences
- ✓ Analyse and evaluate writers' perspectives and techniques

## AO3 COGNITIVE LEVEL 3 - Listening Skills

- ✓ Listen attentively and select relevant, specific information
- ✓ Infer meaning, gist, and purpose from audio materials
- ✓ Recognise connections between attitudes, ideas, and opinions
- ✓ Develop coherent responses using appropriate linking devices

## AO4 COGNITIVE LEVEL 4 - Speaking Skills

- ✓ Communicate ideas, information, and opinions with clarity and accuracy
- ✓ Use varied grammatical structures and vocabulary effectively
- ✓ Control intonation and pronunciation patterns
- ✓ Engage actively in conversations to advance discussion

# DETAILED COMPONENT BREAKDOWN

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## 1. Reading Component AO2 COGNITIVE LEVEL 2

**Aim:** The aim of this component is to familiarise candidates with reading a variety of texts for different purposes by developing understanding of subject content, genre, and vocabulary. Candidates will be exposed to reading materials (fiction and non-fiction) from various periods with the intention of enabling them to recognise and understand structure, linguistic devices, and language forms.

Learning Outcomes - The learner will	Assessment Criteria - The learner can
1. Be able to read a wide selection of texts fluently and with critical understanding	1.1 Define the meaning of (i) fact, (ii) opinion, (iii) gist, and (iv) perspective 1.2 Identify and comment on explicit and implicit ideas and information as well as inferences 1.3 Describe writers' use of language to convey ideas, meaning, perspective, and purpose to influence readers
2. Be able to critically compare and analyse two or more texts based on knowledge gained from wide reading	2.1 Analyse information across texts to determine meaning, purpose, and opinion and support this with appropriate textual references 2.2 Interpret and evaluate writers' ideas and perspectives across texts including what is implied but not directly stated 2.3 Select and synthesise evidence and information from a variety of texts in terms of capturing key points

## 2. Writing Component AO1 COGNITIVE LEVEL 1

**Aim:** The aim of this component is to enable candidates to produce a variety of engaging and interesting texts that are written effectively and coherently for a range of purposes and audiences. Candidates are required to use grammar correctly, punctuate and spell accurately, and apply a wide vocabulary, alongside knowledge and understanding of grammatical terminology and linguistic conventions.

Learning Outcomes - The learner will	Assessment Criteria - The learner can
1. Be able to structure ideas and opinions in a clear and coherent manner	1.1 Organise and precis information within texts such as facts, meaning, opinion, and perspectives 1.2 Distinguish between what is thought, felt, and imagined 1.3 Demonstrate writing for impact (emphasising key points, citing quotations, including rhetorical devices)
2. Be able to produce a variety of texts showing a range of language structures	2.1 Write clearly, effectively, and imaginatively for different forms, purposes, and audiences, adjusting register, style, and tone accordingly 2.2 Apply a range of grammatical structures and vocabulary accurately and effectively, including paragraphing 2.3 Show full control of punctuation and spelling

### 3. Listening Component AO3 COGNITIVE LEVEL 3

**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.

Learning Outcomes - The learner will	Assessment Criteria - The learner can
1. Be able to listen to a selection of texts varying in length and depth	1.1 Identify and select relevant information 1.2 Listen and respond appropriately and effectively to ideas, opinions, and attitudes
2. Be able to understand what is implied but not expressly stated in a text	2.1 Precis and present facts, ideas, and opinions in an orderly manner 2.2 Demonstrate how attitudes, ideas, and opinions might be connected

### 4. Speaking Component AO4 COGNITIVE LEVEL 4

**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.

Learning Outcomes - The learner will	Assessment Criteria - The learner can
1. Be able to engage in an independent long speaking task on a given topic	1.1 Develop responses and connect ideas using a range of linking devices 1.2 Express ideas accurately, clearly, and effectively 1.3 Demonstrate control of pronunciation and intonation patterns
2. Be able to participate in a discussion with subsequent questions and answers	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 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 2.3 Respond to comments and feedback using spoken Standard English as well as register appropriate to audience and context

*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.*