



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate
Examination Syllabus

Fine Arts

Grades XI - XII

(based on National Curriculum 2009)

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**Higher Secondary School Certificate
Examination Syllabus**

**FINE ARTS
GRADES XI-XII**

**This syllabus will be examined in
May Examination sessions from
May 2021 for Grade XI and May 2022 for Grade XII**

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Preface

Established in 2002 through Ordinance CXIV, the Aga Khan University Examination Board (AKU-EB) is Pakistan's first private autonomous examination body for secondary (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

One of the ways in which AKU-EB achieves its vision is by developing syllabi which inculcates conceptual thinking and higher order learning skills based on the National Curriculum. The AKU-EB revises its syllabi every 4 years so that they continue to meet the needs of students, teachers and examiners.

The aims of the current syllabus review of SSC and HSSC in 2016 were to:

- Ensure continued compatibility with the goals of the National Curriculum of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and examiners.
- Enhance and strengthen continuation and progression of content both within and across grades IX - XII (SSC and HSSC).
- Ensure the readiness of students for higher education.

During this syllabus review, the needs of all the stakeholders were identified through a needs-assessment survey. Students and teachers of AKU-EB affiliated schools from across Pakistan participated in the survey. Thereafter, a revision panel, which consisted of examiners, teachers of affiliated and non-affiliated schools, teacher trainers and university academics, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

The syllabus is organised into topics and subtopics. Each subtopic is further divided into achievable student learning outcomes (SLOs). The SLOs of the cognitive domain are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', the latter also including other higher order cognitive skills. This is followed by the Exam Specifications which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

The development of the revised syllabus has been made possible by the creativity and relentless hard work of Curriculum and Examination Development unit and the constant support provided by all the other units of AKU-EB. We are particularly thankful to Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, the AKU-EB has been able to take the necessary steps to ensure effective implementation of the National Curriculum of Pakistan through this syllabus. We are confident that this syllabus will continue to provide the support that is needed by students to progress to the next level of education and we wish all the best to students and their teachers in implementing this syllabus.



Dr Shehzad Jeeva

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Introduction to AKU-EB Syllabi

1. The Aga Khan University Examination Board (AKU-EB) has a mandate by Ordinance CXIV of 2002 ‘to test the attainment of the objectives of the national curriculum, for the purpose of enhancing student learning, and to do all such things that may be considered appropriate for the improvement of education in respect to teaching and learning, institutional effectiveness and all things ancillary and incidental thereto’.
2. The AKU-EB syllabi are an important tool in the achievement of this mandate. These syllabi are based on the latest National Curriculum of Pakistan and the National Scheme of Studies. The syllabi bring together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. Moreover, the syllabi aim to achieve the pedagogically desirable objectives of the National Curriculum which encourage ‘observation, creativity and other higher order thinking skills’, better meeting the needs of the students of the twenty-first century.
3. The syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
4. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi complement the national curriculum by providing enabling SLOs where needed to scaffold student learning.
5. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students’ responses.
6. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning and deriving multiple choice questions (MCQs) and constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi, ensuring that the intentions of the national curriculum are also met during examinations.
7. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.

8. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
9. On the whole, the AKU-EB syllabi for Higher Secondary School Certificate (HSSC) progressively help the students to achieve the benchmarks of the national curriculum and hone in them conceptual understanding, critical thinking and problem solving skills, thereby preparing them for professional and higher education.

Aims/ Objectives of the National Curriculum (2009)¹

1. Enhancing their creative thinking and polish their expression, thus exposing them to new ways of thinking.
2. Enable students to communicate, evaluate and present their surrounding through their artwork by understanding and relating to their cultural and social existence.
3. Enable students in understanding diverse social and cultural setups.
4. Develop the qualities of teamwork, collaboration, flexibility, appreciation and respect for others' ideas and personal expressions.
5. Develop ability to solve real life problems.
6. Enable students to form their own views through art forms that have different aesthetic and cultural values, hence, respect and accept them.
7. Provide opportunities to hone their aesthetic experiences and express their interpretation in original ways.

¹ Government of Pakistan (2009), Page 1, *National Curriculum for Fine Arts XI-XII, Islamabad*, Ministry of Education (Curriculum Wing)

Subject Rationale of AKU-EB Fine Arts

Why study AKU-EB Fine Arts?

Art defines not only the environment around us but also within us. It reflects an individual's thoughts and perspective with the help of colours and symbols. The subject explicitly develops observation, hand and eye coordination but at the same time, it subtly teaches balance, collaboration, pluralism, appreciation etc.

The purpose of this syllabus is to take the students through the essential knowledge regarding tools and techniques and its application in illustrations, composition, still life and portrait making. Further to this, the students are also taken through the history of Art which leads them to observation and appreciate the knowledge of essentials with the finished products which are part of our society throughout different time periods. Art require measurement, number manipulation and proportional thinking, all of which foster logical thinking as well. Students can examine conflict, power, emotion and life itself.

What will you learn in AKU-EB Fine Arts?

The essence is to teach them to value history and the symbolism that art brings to our society enables artists to represent and shape the society in terms of its structure and perceptions. The power of the art is in its wondrous ability to give us joy, help us understand tragedy, promote empathy and make the written words come alive.

Where will it take you?²

Fine Arts provide ideal choices which include careers:

- Business (advertiser, graphic designer, boutique)
- Animator (animated movies, cartoon)
- Cake decorator
- Industrial designer
- Interior designer
- Fashion designer
- Education (teaching and administration)

How to approach the syllabus?

The topics and the student learning outcomes (SLOs) guide regarding the details about what has to be achieved. And finally, the exam specification guides regarding what will be expected in the examination.

² Students may be required to study others subject alongside in order to qualify for graduate studies in these fields.

Student Learning Outcomes of AKU-EB HSSC Fine Arts Syllabus

Part I (Grade XI)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level ³		
			K	U	A
1. Fundamentals of Drawing, Painting and Design	Students should be able to:				
1.1 Introduction to Art and Craft	1.1.1	describe the terms 'art' and 'craft';		*	
	1.1.2	explain different branches of art: <ul style="list-style-type: none"> Fine art <ul style="list-style-type: none"> Painting Sculpture Architecture Applied art/ craft <ul style="list-style-type: none"> Performing art Traditional craft; 		*	
	1.1.3	discuss the scope of studying Fine Arts as a subject.		*	
1.2 Materials, Mediums, Techniques and Digital Technology <ul style="list-style-type: none"> Different Types of Paper Charcoal Water Colour Oil Colour (Level 1) Basic Print Making (Wood Cut and Line-o-Cut) Photography 	1.2.1	identify the materials given in sub-topic 1.2;		*	
	1.2.2	differentiate between the given elements in sub-topic 1.2 in terms of its usage;		*	
	1.2.3	explore the limitations associated with the use of each given material in sub-topic 1.2;			*
	1.2.4	use materials and tools as appropriate to the task assigned;			*
	1.2.5	explore different paintings with similar mediums.			*

³ K = Knowledge, U = Understanding, A= Application and other higher-order cognitive skills.

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
2. Creativity and Artistic Expressions		Students should be able to:				
2.1	Elements of Art and Principles of Design <ul style="list-style-type: none"> • Elements of Art <ul style="list-style-type: none"> ○ Line ○ Shape ○ Form ○ Space ○ Colour ○ Value ○ Texture ○ Perspective • Principles of Design <ul style="list-style-type: none"> ○ Balance ○ Repetition ○ Contrast ○ Emphasis ○ Movement ○ Perspective ○ Composition 	2.1.1	describe the elements of art and principles of design;		*	
		2.1.2	relate the elements of art and principles of design with one's environment using medium of photography;		*	
		2.1.3	explain the relationship between elements of art and principles of design;		*	
		2.1.4	explore the physical and symbolical perspectives of elements of art;			*
		2.1.5	explore the different elements of art with the materials given in sub-topic 1.2;			*
		2.1.6	apply the elements of art and principles of design given in sub-topic 2.1 in painting.			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
3. Art Appreciation		Students should be able to:				
3.1 Art as Visual Art and Applied Art <ul style="list-style-type: none"> From Realism to Abstract Still Life Landscape (Interior of Room, Bird's Eye View, Nature Study) 	3.1.1	list different artworks of different artists using the forms mentioned in sub-topic 3.1;	*			
	3.1.2	list the techniques used by different artists in different time periods, while working on the forms mentioned in sub-topic 3.1;	*			
	3.1.3	draw and paint still life and landscape to communicate ideas using acquired knowledge;				*
	3.1.4	describe the term 'Life/ Figure Drawing';			*	
	3.1.5	apply the law of human proportions with head as a measurement unit, and with its structure and limitations of human postures;				*
	3.1.6	differentiate between: <ul style="list-style-type: none"> 2D and 3D Forms of Art Hue and Tones Natural and Man-Made Textures One Point and Two Point Perspectives; 			*	
	3.1.7	create an artwork which depicts realism as well as abstract concepts.				*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
3.2	Art Criticism	3.2.1	evaluate the listed art works' artistic merit using related information such as:			*
	<ul style="list-style-type: none"> • Pre-Historic Ancient Art <ul style="list-style-type: none"> ○ Babylon <ul style="list-style-type: none"> ▪ Hanging Gardens ▪ Ziggurat ○ Assyrian <ul style="list-style-type: none"> ▪ Human Headed Winged Lion (Lmassu) ▪ Ishtar Gate ○ Egyptian Civilisation <ul style="list-style-type: none"> ▪ The Great Pyramid of Kufu ▪ Ramses II ▪ Tutenkhanum Mask ▪ Narmer Palette ▪ Papyrus from the Book of Dead 	3.2.2	categorise the listed artwork on historical and cultural timeline to trace the development of different forms of art;			*
		3.2.3	analyse the impact of elements of art and principles of design in the listed artwork;			*
		3.2.4	interpret the meaning of symbols and images as used to express ideas, feelings, social and political themes in the listed artwork;			*
		3.2.5	recognise the importance of works of art and appreciate their contribution to the world;		*	
		3.2.6	compare the purpose of art with respect to time periods;		*	
		3.2.7	relate symbolism and the use of art in your surrounding environment with the history of art;		*	
		3.2.8	compare the listed artwork with that of the modern-day art;		*	
		3.2.9	develop relationship between past and present with respect to the listed artwork.			*

Topics and Sub-topics	Student Learning Outcomes			Cognitive Level		
				K	U	A
	Students should be able to:					
<ul style="list-style-type: none"> ○ Indus Valley Civilisation <ul style="list-style-type: none"> ▪ Great Bath ▪ Unicorn, Bull and Yogi Seal ▪ King Priest Bust ▪ Dancing Girl ▪ Toys: Bullock Cart, Animal Shaped Vessels <p>Domestic Paintings: Pottery Art</p> <p>Buddhist Art</p> <ul style="list-style-type: none"> • The Mauryan Empire <ul style="list-style-type: none"> ○ Ashoka Rock Edict, Shahbaz Garhi ○ Lion Capital Pillar, Polished Sandstone ○ The Great Stupa of Sanchi 						

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
<ul style="list-style-type: none"> Gandhara and Kushan School <ul style="list-style-type: none"> Standing Bodhisattva, Gandhara Starving Buddha from Sikri Stupa, Gandhara Bodhisattva, Gandhara Buddhist Monastery Takht-i-Bahi Ajanta Cave Paintings Classical Art <ul style="list-style-type: none"> Greek Civilisation <ul style="list-style-type: none"> Corinthian Black Figure Amphora with Animal Friezes, Greece Myron, Disco Bolos (Discuss Thrower), Roman Copy of Original Greek Sculpture in Bronze Parthenon Amphitheatre (Delphi) 					

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
<ul style="list-style-type: none"> ○ Roman Civilisation <ul style="list-style-type: none"> ▪ Portrait of Augustus as General from Primoporta, Italy ▪ Colosseum, Rome, Italy 					

FOR EXAMINATION IN MAY 2021 AND ONWARDS

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
4. Life Skills through Art Education	Students should be able to:				
4.1 Project Work	4.1.1	explore the historical knowledge associated with any of the era from the listed artwork mentioned in sub-topic 3.2 (in groups/ individually);			CA ⁴
	4.1.2	present the historical knowledge to the class;			CA
	4.1.3	create a painting depicting the style or uniqueness of any one era from the listed artwork mentioned in sub-topic 3.2.			CA

⁴ CA = Classroom Activity, not to be assessed under examination conditions

Part II (Grade XII)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
5. Fundamentals of Drawing, Painting and Design	Students should be able to:				
5.1 Materials, Mediums and Techniques	5.1.1	identify the given materials given in sub-topic 5.1;		*	
	5.1.2	differentiate amongst the given elements in sub-topic 5.1, in terms of their usage;		*	
<ul style="list-style-type: none"> • Different Types of Threads • Oil Colours (level 2) • Plaster (Moulding and Casting) • Clay Modelling • Collage • Mix Medium 	5.1.3	explore the limitations associated with the use of each material given in sub-topic 5.1;			*
	5.1.4	use materials and tools that are appropriate to the task assigned;			*
	5.1.5	explore different paintings with similar mediums.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
6. Creativity and Artistic Expressions	Students should be able to:				
6.1 Elements of Art and Principles of Design	6.1.1	explore the different elements of art and principles of design with the materials given in sub-topic 5.1;			*
<ul style="list-style-type: none"> Elements of Art <ul style="list-style-type: none"> Line Shape Form Space Colour Value Texture Perspective Principles of Design <ul style="list-style-type: none"> Balance Repetition Contrast Emphasis Movement Perspective Composition 	6.1.2	apply the elements and principles given in sub-topic 6.1, in creating design.			*

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		K	U	A
7. Art Appreciation	Students should be able to:			
7.1 Art as Visual Art and Applied Art <ul style="list-style-type: none"> • Life Drawing • Portrait (Bust, Relief, Exposure) • Composition (Mixing Elements and Design) • Sculpture 	7.1.1	identify different uses of textiles: <ul style="list-style-type: none"> • Clothing • Containers such as bags and baskets • Carpeting • Upholstered furnishing, window shades and towels • Coverings for all sorts of flat surfaces; 		*
	7.1.2	differentiate between different techniques used in textiles such as weaving off loom and knitting;		*
	7.1.3	create innovative works of art using thread and fibre sometimes in combination with paint;		*
	7.1.4	demonstrate an understanding of the <ul style="list-style-type: none"> • structure of skull • facial proportions; 		*
	7.1.5	describe the terms 'portrait' and 'self-portrait';		*
	7.1.6	describe the different proportions used for human drawing with respect to Art History;		*
	7.1.7	draw the components of a portrait (eyes, lips, nose and ears) separately and in conjunction of a face;		*
	7.1.8	draw the frontal view, profile and three-quarter view of a face with various expressions.		*
	7.1.9	draw the human body in its various positions/ poses using acquired knowledge with harmonised background;		*
	7.1.10	explore variations in the properties of clay and the limits of clay being used;		*
	7.1.11	state different purposes behind pottery;	*	
	7.1.12	list different clay types;	*	

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		K	U	A
	Students should be able to:			
	7.1.13 list different pottery tools: <ul style="list-style-type: none"> • Potter's wheel and turntable • Rolling tools; roulettes, slab rollers, rolling pins • Cutting/ Piercing tools; knives, fluting tools, wires • Finishing tools; burnishing stones, rasps, chamois • Human hands for pinch, coil and slab method; 	*		
	7.1.14 create an interesting and innovative piece of pottery using pinch, coil or slab method;			*
	7.1.15 identify the types of sculpture: <ul style="list-style-type: none"> • Round • Relief; 		*	
	7.1.16 explore the processes involved in making sculpture: <ul style="list-style-type: none"> • Additive • Subtractive • Constructive • Moulding and Casting; 			*
	7.1.17 list different tools used in sculpture making;	*		
	7.1.18 create an interesting sculpture using the knowledge of sculpture making;			*
	7.1.19 create an artwork using some elements of art in conjunction with some principles of design.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
7.2 Art Criticism <ul style="list-style-type: none">• Art of the Islamic World<ul style="list-style-type: none">○ Alhambra Mosque and Palace in Spain○ Blue Mosque in Turkey○ Ibn-e-Tulun Mosque, Cairo, Egypt• Influence of Art from the Islamic World on the Culture and Art of the Subcontinent through the Trade Routes:<ul style="list-style-type: none">○ Silk Route○ Incense Route• Arab Influence on the Culture of the Subcontinent• Turko-Persian Influence on Art and Culture of the Subcontinent	7.2.1	evaluate the listed art works’ artistic merit using related information such as: <ul style="list-style-type: none">• Name of the artist• Title of artwork• Time (year/ period)• Medium of artwork• Influences on artwork• Content of artwork• Factors that make artwork unique;			*
	7.2.2	categorise the listed artwork on a historical and cultural timeline to trace the development of the different forms of art;			*
	7.2.3	analyse the impact of elements of art and principles of design in the listed artwork;			*
	7.2.4	interpret the meaning of symbols and images as used to express ideas, feelings, social and political themes in listed artwork;			*
	7.2.5	recognise the importance of different works of art and appreciate their contribution to the world;		*	
	7.2.6	relate the purpose of art with respect to different time periods.		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
Listed Art Works <ul style="list-style-type: none"> Architecture <ul style="list-style-type: none"> Qutub Minar, Delhi Shah Rukn-e-Alam Mausoleum, Multan Mughal Period 1526 – 1857 	7.2.7	relate symbolism and use of art in one's surrounding environment with the history of art;		*	
	7.2.8	compare the listed artwork with that of the modern-day art;		*	
	7.2.9	develop relationship between past and present with respect to listed artwork.			*
	7.2.10	evaluate the artworks of the following artists:			*
Listed Art Works (Architecture and Miniature Paintings) <ul style="list-style-type: none"> Architecture <ul style="list-style-type: none"> Lahore Fort, Lahore Shalimar Graden, Lahore Taj Mahal, Agra The Badshahi Mosque, Lahore Miniature Paintings or the Art of the Book Miniature Paintings from: <ul style="list-style-type: none"> Akbar Nama; Mughal Elephants in Battle 1595 – 1600 Jahangir Nama; Jahangir Holding a Globe, 1614 – 1618 Squirrels in a Plane Tree, 1605-6 		<ul style="list-style-type: none"> Old Masters of Pakistan: <ul style="list-style-type: none"> Ustad Allah Baksh Abdur Rehman Chughtai Haji Sharif Zainul Abideen Sadequain Shakir Ali Anna Molka Ahmed Modern Artists of Pakistan: <ul style="list-style-type: none"> Zahoor-ul Akhlaq Shahid Sajjad Jamil Naqsh Rabia Zuberi Bashir Mirza Ismail Guljee Fayzee Rahmani A. R. Nagori Gul Muhamamd Khatri 			

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		K	U	A
	Students should be able to:			
<ul style="list-style-type: none"> ○ Badsha Nama; Shah Jahan receives his three eldest sons and Asif Khan during his accession ceremonies, Agra, Diqan-i-Amm, 1628 • Colonial Period <p>Sindh:</p> <ul style="list-style-type: none"> ○ Mohatta Palace ○ State Bank of Pakistan ○ Frere Hall <p>Punjab:</p> <ul style="list-style-type: none"> ○ Montgomery Hall in Lawrence College (Bagh-e-Jinnah) ○ Lahore Museum ○ Tollinton Market ○ General Post Office ○ Lahore High Court <p>Balochistan:</p> <ul style="list-style-type: none"> ○ Residency of Quetta <p>KPK:</p> <ul style="list-style-type: none"> ○ The Islamia College Peshawar 				

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
8. Life Skills through Art Education	Students should be able to:				
8.1 Project Work	8.1.1	explore the historical knowledge associated with any of the listed artworks mentioned in sub-topic 7.2, in groups/ individually;			CA
	8.1.2	present the historical knowledge to the class;			CA
	8.1.3	create a poster for the promotion/ awareness of the selected listed artworks mentioned in sub-topic 7.2, using the mentioned mediums and techniques.			CA

FOR EXAMINATION IN MAY 2022 AND ONWARDS

Summary of Student Learning Outcomes (SLOs)

Grade XI

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-topics	SLOs			Total
			K	U	A	
1.	Fundamentals of Drawing, Painting and Design	02	00	05	03	08
2.	Creativity and Artistic Expressions	01	00	03	03	06
3.	Art Appreciation	02	02	06	08	16
Total		05	02	14	14	30
Percentage			6	47	47	100

Grade XII

Table 2: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-topics	SLOs			Total
			K	U	A	
5.	Fundamentals of Drawing, Painting and Design	01	00	02	03	05
6.	Creativity and Artistic Expressions	01	00	00	02	02
7.	Art Appreciation	02	04	09	16	29
Total		04	04	11	21	36
Percentage			11	31	58	100

Scheme of Assessment

Grade XI

Table 3: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	ERQs	Portfolio	
1.	Fundamentals of Drawing, Painting and Design	05	2 *ERQs @ 30 marks (Choose any ONE ERQ from the TWO)	5 pieces of artwork to be submitted at the time of examination which represents all the medium (submission of work created under 4.1.3 is mandatory)	
2.	Creativity and Artistic Expressions	05			
3.	Art Appreciation	10			
Total		20	60	20	100

Grade XII

Table 4: Exam Specification

Topic No.	Topic	Marks Distribution			Total Marks
		MCQs	ERQs	Portfolio	
5.	Fundamentals of Drawing, Painting and Design	05	2 *ERQs @ 30 marks (Choose any ONE ERQ from the TWO)	5 pieces of artwork to be submitted at the time of examination which represents all the medium (submission of work created under 8.1.3 is mandatory)	
6.	Creativity and Artistic Expressions	05			
7.	Art Appreciation	10			
Total		20	60	20	100

* Extended response questions (ERQs) will require answers that will assess skills and techniques of fine arts.

- Tables 1 and 2 indicate the number and nature of SLOs in each topic in grades XI and XII respectively. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to the Understanding (47% in XI and 31% in XII), Application and higher order skills (47% in XI and 58% in XII) to discourage rote memorization. Tables 1 and 2, however, do not translate directly into marks.
- There will be two examinations, one at the end of grade XI and one at the end of grade XII.
- In each grade, the theory paper will be in two parts: paper I and paper II. Both papers will be of duration of 3 hours and 30 minutes.
- Paper I theory will consist of 20 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 80 marks and consist of 2 questions for assessing the skills and techniques of fine arts. Each question will be presented in an 'either/ or' form.
- The questions will be attempted on a drawing sheet provided separately at the time of examination.
- Candidates are expected to submit a portfolio, which will carry several types of illustration/ artwork produced by the candidate throughout the year.
 - Submission of portfolio is compulsory for all candidates. The assessment of portfolio aims to reflect the artistic development of the candidate based on a selection of his/ her artwork over a period of time. For each candidate, 5 pieces of artwork in various media will be required.
 - Portfolio should comprise of work of different media practiced during the school year.
 - The portfolio should be the candidates' own work.
 - Returning or retaining the artwork sent as portfolio will be the prerogative of the AKU-EB.

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