

National Curriculum of Pakistan  
2022-23

# PSYCHOLOGY

Grades 11-12



**NATIONAL CURRICULUM COUNCIL SECRETARIAT**  
MINISTRY OF FEDERAL EDUCATION AND  
PROFESSIONAL TRAINING, ISLAMABAD  
GOVERNMENT OF PAKISTAN



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It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, *deeni madaris*, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

**Dr. Mariam Chughtai**

Director

National Curriculum Council Secretariat

Ministry of Federal Education and Professional Training

## Psychology for Grade 11-12

### Progression Grid (PG)

#### Domain A: **The Nature of Psychology**

**Standard A:** The student will be able to describe key concepts of Psychology, including origin, subfields, scope, perspectives in psychological science and psychological research terms.

Grade 11	Grade 12
<b>Benchmark I:</b> Students will be able to define the scope and subfields (Abnormal Psychology, Social Psychology, clinical psychology, positive psychology, counselling psychology, developmental psychology, and forensic psychology.) of Psychology.	Null
<b>Student Learning Outcomes</b>	
Students will be able to: [SLO: Psy-11-A-01] Define the subject/root word/origin of Psychology [SLO: Psy-11-A-02]:	

<p>Define the scope of Psychology</p> <p>[SLO: Psy-11-A-03]:</p> <p>List and state introduction of the major sub-fields ( Biological Psychology, Educational Psychology, Organisational/industrial Psychology, Social and Personality Psychology, Clinical and Counselling psychology, developmental psychology, and forensic psychology) of psychology</p>	
<p><b>Benchmark II:</b> Students will be able to explain the historical origins of Psychology and its implications on the development of 20th century Psychology</p>	
<p style="text-align: center;"><b>Student Learning Outcomes</b></p>	
<p>Students will be able to</p> <p>[SLO: Psy-11-A-04]:</p> <p>Describe some of the critical features of the nature-nurture debate.</p> <p>[SLO: Psy-11-A-05]:</p> <p>Define the beginnings of scientific psychology.</p> <p>[SLO: Psy-11-A-06]:</p> <p>Compare and contrast the role of different schools of thought in the development of 20th-century psychology. (structuralism, functionalism, gestalt, behaviourism and psychoanalysis)</p>	

**Benchmark III:** Students will be able to critically analyse the contemporary perspectives of psychology

**Student Learning Outcomes**

Students will be able to

[SLO: Psy-11-A-07]:

Define the role of contemporary perspectives of psychology( Biological perspective, behavioural perspective, cognitive perspective and psychodynamic perspective) in explaining the human mind and behaviour.

[SLO: Psy-11-A-08]:

Critically analyze contemporary perspectives of psychology (Biological perspective, behavioural perspective, cognitive perspective and psychodynamic perspective).

**Benchmark IV:** Students will be able to define terms of psychological research and describe ethics related to research.

**Student Learning Outcomes**

Student will be able to

[SLO: Psy-11-A-09]:

Demonstrate an understanding of key terms used in psychological research, such as hypothesis, variable, independent variable, dependent variable, control group, experimental group, randomization, sample, validity, and reliability.

[SLO: Psy-11-A-10]:

Identify and describe the ethical guidelines and principles that psychologists follow when conducting research, including informed consent, confidentiality, voluntary participation, deception, minimization of harm, and the requirement for Institutional Review Board (IRB) approval.

[SLO: Psy-11-A-11]:

Articulate why following ethical guidelines is essential for protecting the rights and well-being of research participants.

[SLO: Psy-11-A-12]:

Apply their knowledge of research terms and ethical guidelines to analyze and evaluate research studies, identifying any potential ethical issues and suggesting ways to address them.



<p>[SLO: Psy-11-A-13]:</p> <p>Demonstrate an awareness of the ethical responsibilities of researchers and the potential impact of their research on individuals, communities, and society as a whole.</p>	
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**Domain B: Biopsychological Domain**

Standard B: The student will be able to classify the biological bases of behaviour, states of consciousness and types of sensation and perception.

Grade 11	Grade 12
<p><b>Benchmark I:</b> Students will be able to explain the biological bases of behaviour. (Neurons, neurotransmitters and nervous system)</p>	
<p><b>Student Learning Outcomes</b></p>	
<p>Students will be able to</p> <p>[SLO: Psy-11-B-01]:</p>	

Demonstrate an understanding of the structure and function of neurons, including the role of dendrites, cell body, axons, and synapses in transmitting and receiving signals.

[SLO: Psy-11-B-02]:

explains the neural communication process, including how electrical impulses are generated and transmitted along the axon and how neurotransmitters are released and received at the synapse.

[SLO: Psy-11-B-03]:

Explain the concept of neurotransmitters and their role in transmitting signals between neurons and be able to provide examples of different types of neurotransmitters and their functions.

[SLO: Psy-11-B-04]:

Demonstrate an understanding of the major divisions of the nervous system, including the central nervous system (CNS) and the peripheral nervous system (PNS), and be able to explain their respective functions.

[SLO: Psy-11-B-05]:

Describe the structure and function of the brain and its major regions, including the cerebral cortex, limbic system,

and brainstem, and explain how they contribute to various behaviors and functions.	
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**Benchmark II:** Students will be able to compare different states of consciousness (waking state of consciousness, sleep, hypnosis)

**Student Learning Outcomes**

<p>Students will be able to</p> <p>[SLO: Psy-11-B-06]:</p> <p>define different states of consciousness (waking state of consciousness, sleep, hypnosis)</p> <p>[SLO: Psy-11-B-07]:</p> <p>compare different states of consciousness (waking state of consciousness, sleep, hypnosis)</p>	
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**Benchmark III:** Students will be able to analyze the role of sensation and perception in understanding the world around us

**Student Learning Outcomes**

<p>Students will be able to</p> <p>[SLO: Psy-11-B-08]:</p> <p>Identify the difference between sensation and perception.</p> <p>[SLO: Psy-11-B-09]:</p> <p>Describe the process of perception and how it helps us interpret sensory information.</p> <p>[SLO: Psy-11-B-10]:</p> <p>Discuss the factors that can influence perception, such as past experiences, cultural background, and individual differences.</p> <p>[SLO: Psy-11-B-11]:</p> <p>Analyze the role of sensation and perception in our daily lives, including how they contribute to our understanding of the world around us.</p>	
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**Domain C: Human Development**

Standard C1: The student will be able to use the knowledge of psychological developmental stages of lifespan

Standard C2: The student will be able to use the concepts of learning for behaviour modification.

Grade 11	Grade 12
<p><b>Benchmark I:</b> Students will be able to define and discuss the different domains of psychological development during their lifespan.</p>	
<p><b>Student Learning Outcomes</b></p>	
<p>Students will be able to</p> <p>[SLO: Psy-11-C-01]: identify the stages of psychological development.</p> <p>[SLO: Psy-11-C-02]: Develop a concept map of stages of development over a lifespan</p> <p>[SLO: Psy-11-C-03]: compare and contrast different theories of moral development over a lifespan</p> <p>[SLO: Psy-11-C-04]:</p>	

<p>Compare and contrast different theories of personality and social development</p>	
<p><b>Benchmark II:</b> Students will be able to use behaviour modification techniques.</p>	
<p style="text-align: center;"><b>Student Learning Outcomes</b></p>	
<p>Students will be able to</p> <p>[SLO: Psy-11-C-05]: define the significant concepts of learning (classical conditioning, operant conditioning and instrumental learning).</p> <p>[SLO: Psy-11-C-06]: explain the significant learning concepts (classical conditioning, operant conditioning and instrumental learning).</p> <p>[SLO: Psy-11-C-07]: Analyse Pavlov’s Dogs Experiment.</p> <p>[SLO: Psy-11-C-08]: Analyse B.F. Skinner's operant conditioning experiment</p> <p>[SLO: Psy-11-C-09]:</p>	

<p>Replicate and analyse the Bobo doll experiment of Albert Bandura</p> <p>[SLO: Psy-11-C-10]:</p> <p>Apply basic behaviour modification techniques based on classical conditioning, operant conditioning and instrumental learning.</p>	
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**Domain D: Self and Personality**

Standard D: The student will be able to analyse and discuss theories of personality, human motivation, and emotion and demonstrate the ability to apply self-regulation techniques.

Grade 11	Grade 12
	<b>Benchmark I:</b> The student will be able to analyse and discuss theories of personality, human motivation, and emotion
Student Learning Outcomes	
	<p>Students will be able to</p> <p>[SLO:PSY-12-D-01]:</p> <p>Explain key concepts and assumptions of major theories of</p>

personality, such as psychodynamic, humanistic, trait, and social-cognitive theories.

[SLO:PSY-12-D-02]:

Critically evaluate and compare different theories of personality, considering their strengths, limitations, and real-world applications.

[SLO:PSY-12-D-03]:

Demonstrate an understanding of human motivation, including intrinsic and extrinsic motivation.

[SLO:PSY-12-D-04]:

Explain how motivational factors influence behavior and choices.

[SLO:PSY-12-D-05]:

Analyze and discuss theories of emotion, such as the James-Lange theory, Cannon-Bard theory, and Schachter-Singer theory.

[SLO:PSY-12-D-06]:

Explain the role of physiological and cognitive processes in emotional experiences.



**Benchmark II:** Students will be able to demonstrate the ability to apply self-regulation techniques.

**Student Learning Outcomes**

Students will be able to

[SLO:PSY-12-D-07]:

Apply self-regulation techniques, such as goal setting, self-monitoring, and cognitive restructuring, to manage their own behaviors, emotions, and motivations effectively.

[SLO:PSY-12-D-08]:

Identify and analyze factors that influence self-regulation, such as self-efficacy, self-control, and environmental cues, and understand how these factors impact personal well-being and achievement.

[SLO:PSY-12-D-09]:

Demonstrate an understanding of the importance of self-regulation in various domains of life, including academics, relationships, and personal growth.

[SLO:PSY-12-D-10]:

Articulate the benefits of developing self-regulation skills.

	<p>[SLO:PSY-12-D-11]:</p> <p>Reflect on their own self-regulation abilities, identify areas for improvement, and develop strategies to enhance their self-regulation skills.</p> <p>[SLO:PSY-12-D-12]:</p> <p>Analyze and Replicate the Marshmallow experiment conducted by Walter Mischel at Stanford University in the 1960s to early 1970s.</p>
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**Domain E: Cognitive processes**

Standard E: The student will be able to apply clear thinking, problem-solving and decision-making skills based on the knowledge of thought processes, including memory and intelligence.

Grade 11	Grade 12
	<p><b>Benchmark I:</b> The student will be able the apply clear thinking, problem-solving and decision-making skills</p>
<p><b>Student Learning Outcomes</b></p>	

Students will be able to

[SLO:PSY-12-E-01]:

Define the term cognition

[SLO:PSY-12-E-02]:

Explain the basic elements of thought (Concepts, Propositions and images)

[SLO:PSY-12-E-03]:

Explain the process of reasoning

[SLO:PSY-12-E-04]:

Define decision making

[SLO:PSY-12-E-05]:

Explain the role of emotions in decision-making

[SLO:PSY-12-E-06]:

Apply the process of decision making on abstract problem

[SLO:PSY-12-E-07]:

Apply problem-solving skills to solve everyday problem

<b>Benchmark II:</b> Nill	<b>Benchmark II:</b> The student will be able to explain the important concepts related to human memory
<b>Student Learning Outcomes</b>	
	<p>Students will be able to</p> <p>[SLO:PSY-12-E-08]:</p> <p>Define the key concepts related to human memory, such as encoding, storage, and retrieval.</p> <p>[SLO:PSY-12-E-09]:</p> <p>Describe the different stages of memory, including sensory memory, short-term memory, and long-term memory.</p> <p>[SLO:PSY-12-E-10]:</p> <p>Explain the processes involved in encoding information into memory, including attention, rehearsal, and elaboration.</p> <p>[SLO:PSY-12-E-11]:</p> <p>Identify and describe the different types of memory, such as episodic memory, semantic memory, and procedural memory.</p> <p>[SLO:PSY-12-E-12]:</p>

	<p>Discuss the factors that can affect memory performance, such as age, stress, and emotional state.</p> <p>[SLO:PSY-12-E-13]:</p> <p>Apply knowledge of memory concepts to real-life situations, such as studying for exams or remembering important information, by utilizing effective memory strategies and techniques.</p>
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	<p><b>Benchmark III:</b> The students will be able to explain the important concepts related to human intelligence</p>
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<p><b>Student Learning Outcomes</b></p>	
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	<p>Students will be able to</p> <p>[SLO:PSY-12-E-14]:</p> <p>Define the concept of human intelligence and understand its multidimensional nature.</p> <p>[SLO:PSY-12-E-15]:</p> <p>Describe and differentiate between different theories of intelligence, such as the psychometric approach, the multiple intelligences theory, and the triarchic theory.</p>
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	<p>[SLO:PSY-12-E-16]:</p> <p>Explain the components of intelligence, including cognitive abilities, problem-solving skills, and creativity.</p> <p>[SLO:PSY-12-E-17]:</p> <p>Identify and discuss the factors that influence intelligence, such as genetic factors, environmental factors, and socio-cultural influences.</p>
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**Domain F: Social thought and social behaviour**

Standard F: The student will be able to understand the attitudes and behaviour in social settings.

Grade 11	Grade 12
	<p><b>Benchmark I:</b> The student will be able to explain the attitudes and social interactions.</p>
<p><b>Student Learning Outcomes</b></p>	

Students will be able to

[SLO: Psy-12-F-01:]

Explain the formation of social cognition and behaviour.

[SLO: Psy-12-F-02:]

Define the term attitude.

[SLO: Psy-12-F-03:]

Describe the nature and Components of Attitudes.

[SLO: Psy-12-F-04:]

Explain Attitude Formation and Change.

[SLO: Psy-12-F-05:]

Define the concepts of Prejudice, Discrimination, Stereotypes, Attribution, and prosocial behaviour.

[SLO: Psy-12-F-06:]

Explain the dynamics of social interactions.

[SLO: Psy-12-F-07:]

Critical analysis Milgram shock experiment.

**Domain G: Application of psychological science.**

Standard G: The student will be able to identify specific psychological disorders and use various adaptive coping strategies to face different stressors of everyday life.

Grade 11	Grade 12
	<b>Benchmark I:</b> The students will be able to use their knowledge of mental health to practise mental health care.
Student Learning Outcomes	
	Students will be able to [SLO: Psy-12-G-01]: Define the concepts of mental health, stress, stressors, and mental well-being. [SLO: Psy-12-G-02]: Differentiate between normal and abnormal behaviours. [SLO: Psy-12-G-03]: Recognize common signs and symptoms of mental health disorders (Depression, Suicidal ideation, anxiety, substance-related disorders).



[SLO: Psy-12-G-04]:

Use coping strategies to keep mental Well-being intact.



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