National Curriculum of Pakistan
2022-23

PHILOSOPHY

Grades 11-12

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

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

Philosophy
11-12

Domain 1: **The Nature of Philosophy**

Standard: Discuss the nature, scope, and relevance of philosophy, discussing its fundamental questions, approaches and value in life

Grade 11	Grade 12
Benchmark I: Discuss the what and why of Philosophy, its nature, purpose, scope and value in people's lives focusing on its theoretical & practical relevance.	
Student Learning Outcomes	

[SLO: Phil-11-A-01]:
 	
Discuss about the etiological (fundamental questions). And share their views about these questions such as
 	
   o   What is the nature of reality?
 	
   o   Does life have a purpose? Defend your response.
 	
   o   Is it important to distinguish between right and wrong actions? Why? How can that be done?
   o   Do we have a free will? Justify your answer?
   o   What does it mean to know? How do we know?
	N/A

- o What are the different ways to organize a society? Compare them and defend which one you think is the best?

[SLO: Phil-11-A-02]:

Know about the relevance of Philosophy, Case study (Plato's Allegory of Cave, Philosophy as a freeing activity)

- Case study: Plato's Allegory of the Cave
  - o This allegory is a story about a group of people who are chained in a cave and can only see shadows of the real world.
  - o The allegory is a metaphor for the way we are often trapped in our own limited perspectives and beliefs.
  - o Philosophy, defined as reflection on experience and thought, can help us to break free from these limitations and see the world more clearly.
- Philosophy as a freeing activity
  - o Philosophy can help us free ourselves from the limitations of our own beliefs and assumptions.
  - o It can help us to see the world in new ways and to understand different perspectives.
  - o Philosophy can also help us to develop critical thinking skills and to make better decisions.

[SLO: Phil-11-A-03]:

Explain Thinking Critically, Assumptions, Reasoning, and how it relates to Philosophy	

Benchmark II: Thinking like a Philosopher, the students will be challenged to think deep and reflect on their own assumptions

Student Learning Outcomes	

[SLO: Phil-11-A-04]]:
 	
Discuss Socratic dialogues, A Philosopher in action (Apology, Euthyphro, Crito, Republic)
 	
• Socratic dialogues are a series of philosophical dialogues, written by Plato, bringing together the thoughts of his teacher and the Greek philosopher Socrates. Written in the form of conversations between Socrates and other people, the dialogues explore a wide range of questions about justice, knowledge, state, teaching, reality and others. Some of the most famous Socratic dialogues include:
    o Apology: Socrates' defense speech at his trial for impiety and corrupting the youth of Athens.
    o Euthyphro: A dialogue about the nature of piety.
    o Crito: A dialogue about Socrates' duty to obey the laws of Athens.
    o Republic: A dialogue about the ideal state.
 	
[SLO: Phil-11-A-05]:
	N/A

Explain how Socrates and Buddha question the conventional beliefs and exemplify the practice of pursuit of wisdom

- Socrates was known for his questioning style, which he used to challenge the conventional beliefs of his contemporaries. He would often ask people to define their terms and to explain the reasons for their beliefs. Socrates believed that wisdom comes from questioning our beliefs and assumptions, and from being willing to change our minds when presented with new evidence. Socrates' questioning style is exemplified in the Socratic dialogues, where he often leads his interlocutors to contradict themselves or to see the flaws in their own arguments.
- Gautama Buddha was a prince in the region now part of Nepal. He was exposed to a life of luxury and free of pain and sufferings in his palaces. However, in his youth, he escaped from the palace and came in contact with the lives of the ordinary people where he was shocked to learn about illness, old-age and death. This encounter transformed his worldview and he dedicated his life in search of finding a way to transcend suffering and pain.

Grade 11	Grade 12

Benchmark III The Value of Philosophy that how it is related to the ideals of freedom, justice and daily outlook

Student Learning Outcomes

[SLO: Phil-11-A-06]:	N/A
Compare Plato's and Buddha's Claim that how Philosophical wisdom is related to Freedom	
Plato and Buddha both believed that philosophical wisdom is related to freedom. For Plato, philosophical wisdom is the knowledge of the Forms, which are the eternal and unchanging essences of things. Once we know the Forms, we are free from the illusions of the material world and we can live in accordance with the true nature of things. For Buddha, philosophical wisdom is the knowledge of the Four Noble Truths, which are the truths about the nature of suffering, the cause of suffering, the end of suffering, and the path to the end of suffering. Once we know the Four Noble Truths, we are free from the cycle of rebirth and we can achieve nirvana, which is a state of perfect peace and happiness.	
[SLO: Phil-11-A-07]:	
Based on the learning so far and your own reflections, state how, if at all, philosophy builds your outlook on life, be more mindful, and become a critical thinker	

Domain B: Epistemology

Standard: Develop an understanding of the basics of knowledge, including its definition and primary sources such as reason, senses, intuition, revelation, authority

Grade 11	Grade 12

Benchmark I: Realization of the concept, scope, extent, and limitations of human knowledge and identify its sources	
Student Learning Outcomes	
[SLO: Phil-11-B-01]: Understand the Difference Between Knowledge, Belief, and Opinion • Discuss difference between knowledge, belief, and opinion and discuss their different characteristics. • Explore the different ways in which we can justify our beliefs and opinions. • Examine the relationship between knowledge, belief, and action and the different ways in which they can influence our behavior. **[SLO: Phil-11-B-02]:** Discuss the Scope and Extent of Knowledge • Define knowledge and discuss its different paradigms such as science, philosophy and religion • Explore the limitations and scope of knowledge coming from these different paradigms • Examine the relationship between knowledge and belief and the different ways in which they can be justified. **[SLO: Phil-11-B-03]:**	

Learn About Various Sources of Knowledge Such as Reason, Senses, Intuition, Etc. • Identify and discuss the different sources of knowledge, such as reason, senses, intuition, and authority. • Explore the strengths and weaknesses of each source of knowledge and the different ways in which they can be used to justify our beliefs. • Examine the relationship between different sources of knowledge and the different ways in which they can be combined to produce a more comprehensive understanding of the world.	

Domain C: Human Nature and Meaning of life

Standard: Explain different views about human Nature and their implications on the meaning of life

Grade 11	Grade 12
Benchmark I: Describe the essentialist and non-essentialist view of human nature	
Student Learning Outcomes	
[SLO: Phil-11-C-01]: Describe and Critically Evaluate a range of views about human nature from classical Greece, monotheistic religions, dharmic,	

Vedic and African tradition, and modern western philosophic and scientific approaches. **[SLO: Phil-11-C-02]:** Summarize the main tenets of Darwin's theory of evolution by natural selection. Explain how it challenged the traditional views of human nature and Discuss the philosophical and theological implications of Darwin's theory. **[SLO: Phil-11-C-03]:** Explain how existentialism has challenged the traditional Judeo-Christian view of human nature and what are the philosophical implication of that view	

Benchmark II: Critically assess how these views of human nature affect the meaning of life

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Student Learning Outcomes

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[SLO: Phil-11-C-04]: Develop the ability to interpret the profound question of whether life has meaning and articulate why this question is considered important within philosophical discourse and personal reflection. **[SLO: Phil-11-C-05]:** Demonstrate an understanding of the perspective that asserts the question about the meaning of life is inherently meaningless. They	

will explore the reasoning behind this argument and identify key proponents of this viewpoint.

[SLO: Phil-11-C-06]:

Explore the theistic response to the question of life's meaning, focusing on how some individuals find purpose in a divine reality. They will critically evaluate this perspective, considering both its strengths and potential criticisms within the broader context of philosophical inquiry.

Domain D: **Logic and Critical Thinking**

Standard: Explore logic and critical thinking, covering key logical concepts, various forms of reasoning, and the practical application of these skills in analyzing arguments and solving real-world problems

Grade 11	Grade 12
Benchmark I: Describe the fundamental concepts of logic and critical thinking, including the nature of logical reasoning, argument structures, and the role of critical thinking in intellectual discourse	
Student Learning Outcomes	
[SLO: Phil-11-D-01]: Define and Explain Key Components of Logical Reasoning its importance in everyday life and academic discourse.	N/A

[SLO: Phil-11-D-02]:

Identify and explain basic logical concepts including terms, subject, predicate, proposition, premises, conclusion, and argument structure.

[SLO: Phil-11-D-03]:

Identity and differentiate propositions from Questions, Commands, and Emotive Iterations

[SLO: Phil-11-D-04]:

Identify and differentiate between arguments and explanations in various contexts, such as academic writing, news articles, and everyday conversations

[SLO: Phil-11-D-05]:

Define and explain the three main types of logical reasoning: abduction, induction, and deduction. Identify the key characteristics of each type of reasoning and provide examples of each type of reasoning from everyday life and academic discourse.

Benchmark II: Explore deductive and inductive reasoning, including inductive generalizations, analogical reasoning, statistical reasoning, and probability reasoning, and understand how these forms contribute to logical analysis.

Student Learning Outcomes

[SLO: Phil-11-D-06]:

Define the concept of deductive logic and its importance in everyday life and academic discourse. Identify and explain the key characteristics of deductive logic, such as validity, soundness, and syllogisms.

[SLO: Phil-11-D-07]:

Define the concept of Inductive logic and explain the key characteristics of each type of inductive reasoning.

- Inductive generalization
- Analogical reasoning
- Statistical reasoning
- Probability reasoning

Benchmark IV: Understand and identify different types of informal fallacies

Student Learning Outcomes

[SLO: Phil-11-D-08]:

Define the concept of informal fallacies and their role in everyday discourse. Identify the key characteristics of the following common informal fallacies: Examples:

  o   Ad hominem

○ Straw Man ○ Red Herring ○ False Dilemma ○ Circular Reasoning ○ Hasty Generalization ○ Appeal to Inappropriate Authority ○ Appeal to Pity ○ Bandwagon Fallacy ○ Tu Quoque ○ Cherry Picking - Provide examples of each fallacy from everyday life and academic discourse. - Evaluate arguments for the presence of informal fallacies and explain the impact of these fallacies on the validity and soundness of arguments.	

**Philosophy
Progression Grid
Grade 12**

Domain E: **Ethics and Ethical Theories**

Standard: Broadly analyze ethics and ethical theories, encompassing a wide spectrum of ethical principles, frameworks, and historical perspectives, to facilitate critical analysis and ethical decision-making.

Grade 11	Grade 12
Benchmark I: Evaluate the nature, purpose, scope, and value of ethics and its branches - metaethics, normative ethics, and applied ethics	
Student Learning Outcomes	
	[SLO: Phil-12-E-01]: Recognise the uniquely human desire and capacity to make distinctions between good and bad **[SLO: Phil-12-E-02]:** Understand some of the ways in which the notion of ethics has been defined in various times and traditions **[SLO: Phil-12-E-03]:** Identify and explain the role of values and reasoning in making ethical decisions, understanding the impact of personal and societal values **[SLO: Phil-12-E-04]:** Recognize and articulate moral questions in different spheres of

	human activities and their different types including metaethics, normative ethics, and applied ethics.
	[SLO: Phil-12-E-05]:
	Discover the nature of ethical decision making in everyday actions and decisions; recognize how certain occasions call for the deliberate applications of ethical principles
	[SLO: Phil-12-E-06]:
	Comprehend the concept of a 'moral agent,' recognizing their own capacity and responsibility for making ethical decisions.
	[SLO: Phil-12-E-07]:
	Evaluate the relevance of ethical study in contemporary society and apply ethical reasoning to navigate challenges in their everyday lives.

Benchmark II: Critically assess major ethical theories, understanding their foundational principles, applications, and relevance in shaping moral reasoning, behavior, and societal norms.

Student Learning Outcomes	
	[SLO: Phil-12-E-08]:
	Explain and compare different forms of consequentialist theories such as ethical egoism and utilitarianism. Apply consequentialist theory (case study e.g. Trolly car, Cannibalism)

[SLO: Phil-12-E-09]: Define Kantian deontological ethics and examine its fundamental principles, including the emphasis on moral duties, rules, and the concept of moral obligation. Apply Kantian ethics to real-life ethical dilemmas. **[SLO: Phil-12-E-10]:** Compare deontological ethics with consequentialist ethics, highlighting their differences in moral reasoning. **[SLO: Phil-12-E-11]:** Define virtue ethics and analyze the role of character and virtue in ethical decision-making as per virtue ethics. **[SLO: Phil-12-E-12]:** Discuss Muslim ethics and the contribution of Muslim thinker in the ethical discourse.

Domain F: Philosophy of Religion

Standard: Explore and evaluate the rational arguments for the existence of God, delving into the dilemma of evil, and investigating the interconnectedness of philosophy, religion, and science

Grade 11	Grade 12

Benchmark I: Students will identify the key philosophical concepts relevant to religion and demonstrate a comprehensive understanding of the relationship between philosophy and religion.	
Student Learning Outcomes	
	[SLO: Phil-12-F-01]: What is religious? How do we identify anything as religious? **[SLO: Phil-12-F-02]**: Analyze the role of Religion in today's world of science and technology
Benchmark II: Explore and critically evaluate various philosophical arguments for the existence of God.	
Student Learning Outcomes	
	[SLO: Phil-12-F-03]: Explain and critically evaluate the ontological, cosmological, and design arguments for the existence of God **[SLO: Phil-12-F-04]:** Explain and evaluate argument from religious experience **[SLO: Phil-12-F-05]**: Explain the difference between atheism and agnosticism.

	[SLO: Phil-12-F-06]:
	Define the Problem of Evil and critically evaluate the claim that evil shows that God does not exist.

Domain G: Muslim Philosophy

Standard: Develop a comprehensive understanding of Muslim philosophy, tracing its historical evolution and examining its significance in modern philosophical discourse, with a special focus on its interplay with modernity.

Grade 11	Grade 12
Benchmark I: Explore the key ideas and historical development of early and medieval Muslim philosophy.	
Student Learning Outcomes	
	[SLO: Phil-12-G-01]: Understand various triggers that led to the emerging of a flourishing philosophical tradition in Muslim context. [SLO: Phil-12-G-02]: Be familiar with some of the philosophical debates and the reasons why they emerged. [SLO: Phil-12-G-03]:

	Understand selected philosophical contributions of Al-Kindi, Al-Farabi, Ibn Sina and Ibn Rushd, focusing on their core ideas.
	[SLO: Phil-12-G-04]:
	Discuss the state of philosophy in Muslim societies today.
	[SLO: Phil-12-G-05]:
	Articulate some philosophical questions that need discussion in contemporary Muslim contexts

Domain H: Social and Political Philosophy

Standard: Understand the major social and political philosophies and their implication in society formation and social justice

Grade 11	Grade 12
Benchmark: Describe the kinds of questions social and political philosophy tries to answer	
Student Learning Outcomes	
	[SLO: Phil-12-H-01]:
	Analyze the relationship between the Individual and society and explain the different ways in which individuals and society interact and influence each other.
	[SLO: Phil-12-H-02]:

	Formulate your conception of an ideal society and give reasons for your vision
	[SLO: Phil-12-H-03]: Grasp the nature and forms of social contract between state and citizens and the role of the constitution in articulating it. **[SLO: Phil-12-H-04]:** Explain the idea of citizenship and its various forms; identify the different ways in which citizens can participate in the political process. **[SLO: Phil-12-H-05]**: Analyze the role of education, media and technology in shaping public opinion and political discourse. **[SLO: Phil-12-H-06]**: Discuss roles of state, civil society and markets in realizing your ideal society