



Sweden Compulsory School Curriculum Alignment (E-L)

The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:

English, Grades 6-9		Environment and Modern Agriculture	Healthful Eating
Grade 6	<p>Knowledge requirements for grade E at the end of year 6</p> <ul style="list-style-type: none"> • Pupils can understand the most essential content in clearly spoken, simple English at a relaxed pace and in simple texts about daily and familiar topics. • Pupils show their understanding by reporting content in a simple form with comments on content and also with acceptable results act on the basis of the message and instructions in the content. • To facilitate their understanding of the content of the spoken language and texts, pupils can choose and apply a strategy for listening and reading. • Pupils can choose texts and spoken language of a simple nature and from different media and with some relevance use the selected material in their own production and interaction. • In oral and written production of different kinds, pupils can express themselves simply and understandably in phrases and sentences. • To clarify and vary their communication, pupils can work on and make some simple improvements to their communications. • In oral and written interaction, pupils can express themselves simply 	✓	✓

and understandably in words, phrases and sentences.

- In addition, pupils can choose and use a strategy to solve problems and improve their interaction.
- Pupils comment in simple forms on some phenomena in different contexts and areas where English is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied

Knowledge requirements for grade C at the end of year 6

- Pupils can understand the main content and clear details in simple English, clearly spoken at a relaxed pace, and also in simple texts on daily and familiar topics.
- Pupils show their understanding by reporting content in a simple form with comments on content and details and also with satisfactory results act on the basis of the message and instructions in the content.
- To facilitate their understanding of the content of the spoken language and the texts, pupils can to some extent choose and apply strategies for listening and reading.
- Pupils can choose from texts and spoken language of a simple nature and from different media and in a relevant way use the selected material in their own production and interaction.
- In oral and written production of different kinds, pupils can express themselves simply, relatively clearly and to some extent coherently.
- To clarify and vary their communication, pupils can work on and make simple improvements to their communications.

- In oral and written interaction, pupils can express themselves simply and relatively clearly in words, phrases and sentences. In addition, pupils can choose and apply some different strategies to solve problems and improve their interaction.
- Pupils comment in simple forms on some phenomena in different contexts and areas where English is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

- Pupils can understand the whole and essential details in clearly spoken, simple English at a relaxed pace and in simple texts on daily and familiar topics.
- Pupils show their understanding by presenting an overview with their comments on content and details and also with good results act on the basis of the message and instructions in the content.
- To facilitate their understanding of the content of the spoken language and the texts, pupils can to some extent choose and apply strategies for listening and reading.
- Pupils can choose from texts and spoken language of a simple nature and from different media and in a relevant and effective way use the material chosen in their own production and interaction.
- In oral and written production of different kinds, pupils can express themselves simply, relatively clearly and relatively coherently.
- To clarify and vary their communication, pupils can work on and make simple improvements to their communications.

	<ul style="list-style-type: none"> ● In oral and written interaction, pupils can express themselves simply and clearly in words, phrases and sentences, which to some extent are adapted to purpose, recipient and situation. ● In addition, pupils can choose and apply several different strategies to solve problems and improve their interaction. ● Pupils comment in overall terms on some phenomena in different contexts and areas where English is used, and can also make simple comparisons with their own experiences and knowledge. 		
Grades 7-9	<p>Knowledge requirements for grade E at the end of year 9</p> <ul style="list-style-type: none"> ● Pupils can understand the main content and clear details in English spoken at a moderate pace and in basic texts in various genres. ● Pupils show their understanding by presenting an overview with discussion and comments on content and details and also with acceptable results act on the basis of the message and instructions in the content. ● To facilitate their understanding of the content of the spoken language and texts, pupils can choose and apply a strategy for listening and reading. ● Pupils can choose texts and spoken language from different media and with some relevance use the selected material in their own production and interaction. ● In oral and written production in various genres, pupils can express themselves simply, understandably and relatively coherently. ● To clarify and vary their communication, pupils can work on and make simple improvements to their communications. ● In oral and written interaction in different contexts, pupils can express themselves simply and understandably and also to some extent adapted to purpose, recipient and situation. 	✓	✓

- In addition, pupils can choose and apply basically functional strategies which to some extent solve problems and improve their interaction.
- Pupils discuss in overall terms some phenomena in different contexts and areas where English is used, and can also make simple comparisons with their own experiences and knowledge.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied

Knowledge requirements for grade C at the end of year 9

- Pupils can understand the main content and essential details in English spoken at a moderate pace and in basic texts in various genres.
- Pupils show their understanding by presenting a well grounded account with discussion and comments on content and details and also with satisfactory results act on the basis of the message and instructions in the content.
- To facilitate their understanding of the content of the spoken language and the texts, pupils can to some extent choose and apply strategies for listening and reading.
- Pupils can choose texts and spoken language from different media and in a relevant way use the selected material in their own production and interaction.
- In oral and written production in various genres, pupils can express themselves in relatively varied ways, relatively clearly and relatively coherently.
- Pupils express themselves also with some ease and to some extent adapted to purpose, recipient and situation.

- To clarify and vary their communication, pupils can work on and make well grounded improvements to their own communications.
- In oral and written interaction in different contexts, pupils can express themselves clearly and with some ease and with some adaptation to purpose, recipient and situation.
- In addition, pupils can choose and use functional strategies to solve problems and improve their interaction.
- Pupils discuss in detail some phenomena in different contexts and areas where English is used, and can then also make well developed comparisons with their own experiences and knowledge.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

- Pupils can understand both the whole and the details in English spoken at a moderate pace in basic texts in various genres.
- Pupils show their understanding by giving a well grounded and balanced account where they discuss and comment on content and details, and with good results act on the basis of the message and instructions in the content.
- To facilitate their understanding of the content of the spoken language and the texts, pupils can to some extent choose and apply strategies for listening and reading.
- Pupils can choose texts and spoken language from different media and in a relevant and effective way use the material chosen in their own production and interaction.
- In oral and written production, pupils can express themselves in

	<p>relatively varied ways, clearly and coherently.</p> <ul style="list-style-type: none"> ● Pupils express themselves with ease and some adaptation to purpose, recipient and situation. ● To clarify and vary their communication, pupils can work on and make well grounded improvements to their own communications. ● In oral and written interaction in different contexts, pupils can express themselves clearly and with ease, and also with some adaptation to purpose, recipient and situation. ● In addition, pupils can choose and apply well functioning strategies to solve problems and improve their interaction and take it forward in a constructive way. ● Pupils discuss in detail and in a balanced way some phenomena from different contexts and areas where English is used, and can also make well developed and balanced comparisons with their own experiences and knowledge. 		
Geography, Grades 6-9		Environment and Modern Agriculture	Healthful Eating
Grade 6	<p>Knowledge requirements for grade E at the end of year 6</p> <ul style="list-style-type: none"> ● Pupils have a basic knowledge of nature and the cultural landscape, and show this by applying simple and to some extent informed reasoning about processes that shape and change the surface of the Earth, as well as the consequences on people and nature. ● In their reasoning, pupils describe simple relationships between nature and the cultural landscape, natural resources and the distribution of population. 	✓	✓

- Pupils can also use geographical concepts in a basically functional way
- Pupils can study the surrounding world and use maps and other geographical sources, methods and techniques in a basically functional way, and also apply simple reasoning about the usability of their sources. During field studies, pupils use maps and simple geographical tools in a basically functional way.
- Pupils have basic knowledge of place names in Sweden, the Nordic area, and Europe and show this by describing with some certainty the location and size relationships between different geographical objects.
- Pupils can reason about questions concerning sustainable development and then give simple and to some extent informed proposals on ethical-environmental choices and prioritisations in everyday life.
- In addition, pupils apply reasoning to the causes and consequences of unequal living conditions in the world and give simple and to some extent informed proposals on how people's living conditions can be improved.

Knowledge requirements for grade D at the end of year 6 Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

- Pupils have good knowledge of nature and the cultural landscape, and show this by applying developed and relatively well informed reasoning about processes that form and change the surface of the Earth, as well as the consequences on people and nature.
- In their reasoning, pupils describe relatively complex relationships between nature and the cultural landscape, natural resources and the

distribution of population.

- Pupils can also use geographical concepts in a relatively well functioning way. Pupils can study the surrounding world and use maps and other geographical sources, methods and techniques in a relatively well functioning way, and also apply developed reasoning about the usability of their sources.
- In field studies, pupils use maps and simple geographical tools in a relatively appropriate way.
- Pupils have good knowledge of place names in Sweden, the Nordic area, and Europe, and show this by describing with relatively good certainty the location and size relationships between different geographical objects.
- Pupils can reason about issues related to sustainable development and give developed and relatively well informed proposals on ethical-environmental choices and prioritisations in everyday life.
- In addition, pupils apply reasoning about the causes and consequences of unequal living conditions in the world and give developed and relatively well informed proposals on how people's living conditions can be improved.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

- Pupils have very good knowledge of nature and the cultural landscape and show this by applying well developed and well informed reasoning about processes that shape and change the surface of the Earth, as well as the consequences on people and nature.

- In their reasoning, pupils describe complex relationships between nature and the cultural landscape, natural resources and the distribution of population.
- Pupils can also use geographical concepts in a well functioning way.
- Pupils can study the surrounding world and use maps and other geographical sources, methods and techniques in a well functioning way, and also apply well developed reasoning about the usability of their sources. In field studies, pupils use maps and simple geographical tools in an appropriate and effective way. Pupils have very good knowledge of place names in Sweden, the Nordic area, and Europe and show this by describing with good certainty the location and size relationships between different geographical objects.
- Pupils can reason about questions concerning sustainable development and give well developed and well informed proposals on ethical-environmental choices and prioritisations in everyday life.
- In addition, pupils apply reasoning about the causes of and consequences of unequal living conditions in the world and give well developed and well informed proposals on how people's living conditions can be improved.

Knowledge requirements for grade E at the end of year 9

- Pupils have basic knowledge of the interaction between people, society and nature, and show this by applying simple and to some extent informed reasoning about the causes and consequences on the distribution of population, migration, climate, vegetation and climate change in different parts of the world.
- Pupils can also use geographical concepts in a basically functional way.
- Pupils can study where different goods and services are produced and

	<p>consumed, and then describe simple geographical patterns of trade and communication, and also apply simple and to some extent informed reasoning on the nature of these patterns, and how they have changed over time and also the causes and consequences of this.</p> <ul style="list-style-type: none"> ● Pupils apply simple and to some extent informed reasoning about climate change and different explanations for this, as well as their consequences on people, society and the environment in different parts of the world. ● Pupils can study the surrounding world and use maps and other geographical sources, theories, methods and techniques in a basically functional way, and also apply simple and to some extent informed reasoning about the credibility and relevance of their sources. ● Pupils take part in field studies using maps and other tools in a basically functional way. ● Pupils have basic knowledge of the names of the continent and show this by describing with some certainty the location and size relationships between different geographical objects. ● Pupils can reason about different ecological, economic and social sustainability issues and produce simple and to some extent informed proposals for solutions where some of the consequences for people, society and nature are taken into account. 		
<p>Grades 7-9</p>	<p>Knowledge requirements for grade D at the end of year 9 Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p> <p>Knowledge requirements for grade C at the end of year 9</p> <ul style="list-style-type: none"> ● Pupils have good knowledge of the interaction between people, 		

society and nature, and show this by applying developed and relatively well informed reasoning about the causes and consequences on the distribution of population, migration, climate, vegetation and climate change in different parts of the world.

- Pupils can also use geographical concepts in a relatively well functioning way.
- Pupils can study where different goods and services are produced and consumed, and then describe relatively complex geographical patterns of trading and communication and also apply developed and relatively well informed reasoning to the nature of these patterns, and how they have changed over time and also the causes and consequences of this.
- Pupils apply developed and relatively well informed reasoning about climate change and different explanations for this, as well as their consequences on people, society and the environment in different parts of the world.
- Pupils can study the surrounding world and use maps and other geographical sources, theories, methods and techniques in a relatively well functioning way, and also apply developed and relatively well informed reasoning about the credibility and relevance of their sources. During field studies, pupils use maps and other tools in a relatively appropriate way.
- Pupils have good knowledge of the names of the continent and show this by describing with relatively good certainty the location and size relationships between different geographical objects.
- Pupils can reason about different ecological, economic and social sustainability issues and produce developed and relatively well informed proposals for solutions where some of the consequences for people, society and nature are taken into account.

Knowledge requirements for grade B at the end of year 9
Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

- Pupils have very good knowledge of the interaction between people, society and nature and show this by applying well developed and well informed reasoning about the causes and consequences of population distribution, migration, climate, vegetation and climate change in different parts of the world.
- Pupils can also use geographical concepts in a well functioning way.
- Pupils can study where different goods and services are produced and consumed, and then describe complex geographical patterns of trade and communication, and also apply well developed and well informed reasoning on the nature of these patterns, and how they have changed over time and also the causes and consequences of this.
- Pupils apply well developed and well informed reasoning about climate change and different explanations for this, as well as their consequences on people, society and the environment in different parts of the world.
- Pupils can study the surrounding world and use maps and other geographical sources, theories, methods and techniques in a well functioning way, and also apply well developed and well informed reasoning about the credibility and relevance of their sources. During field studies, pupils use maps and other tools in an appropriate and effective way.
- Pupils have very good knowledge about the names of the continents and show this by describing with good certainty the location and size

	<p>relationships between different geographical objects.</p> <ul style="list-style-type: none"> • Pupils can reason about different ecological, economic and social sustainability issues and produce well developed and well informed proposals for solutions where some of the consequences for people, society and nature are taken into account. 		
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History, Grades 6-9	Environment and Modern Agriculture	Healthful Eating
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Grade 6	<p>Knowledge requirements for grade E at the end of year 6</p> <ul style="list-style-type: none"> • Pupils have basic knowledge of historical conditions, events and figures in different time periods. • Pupils show this by applying simple and to some extent informed reasoning about the causes and consequences of social change and people’s living conditions and actions. • Pupils can study trends where cultures interact, and in migration, politics and living conditions and describe simple relationships between different time periods. • Pupils also show how some trends have affected the present, and justify their reasoning by applying simple and to some extent informed references to the past. • Pupils can use historical source material to draw simple conclusions about people’s living conditions, and apply simple reasoning to the usefulness of sources. • Pupils can interpret and show the effects of history in our own age and apply simple reasoning about why there are similarities and differences in different representations of historical events, persons 	✓	✓
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and time periods. In the study of historical conditions, events and figures and also the use of sources and in reasoning about how history is used, pupils can apply historical concepts in a basically functional way

Knowledge requirements for grade D at the end of year 6

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 6

- Pupils have good knowledge about historical conditions, events and figures during different time periods.
- Pupils show this by applying developed and relatively well informed reasoning about the causes and consequences of social change, and people's living conditions and actions.
- Pupils can study trends where cultures interact, and in migration, politics and living conditions and describe relatively complex relationships between different time periods.
- Pupils also show how some trends have affected the present, and justify their reasoning by applying developed and relatively well informed references to the past.
- Pupils can use historical source material to draw simple conclusions about people's living conditions, and apply developed reasoning about sources and their usefulness.
- Pupils can interpret and show the effects of history in our own age and apply developed reasoning about why there are similarities and differences in different representations concerning historical events, persons and time periods. In studies of historical conditions, events and figures not only when using sources and in reasoning about how

history is used, pupils can apply historical concepts in a relatively well functioning way

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

- Pupils have very good knowledge of historical conditions, events and figures in different time periods.
- Pupils show this by applying well developed and well informed reasoning about the causes and consequences of social change, and people's living conditions and actions.
- Pupils can study trends where cultures interact, and in migration, politics and living conditions and describe complex relationships between different time periods.
- Pupils also show how some trends have affected the present, and justify their reasoning by applying simple and to some extent informed references to the past.
- Pupils can use historical source material to draw simple conclusions about people's living conditions, and apply well developed reasoning about sources and their usefulness.
- Pupils can interpret and show the effects of history in our own age and apply well developed and balanced reasoning about why there are similarities and differences in different representations concerning historical events, persons and time periods. In studies of historical conditions, events and characters as well as the use of sources and in reasoning about how history has been used, pupils can use historical concepts in a well functioning way

<p>Grades 7-9</p>	<p>Knowledge requirements for grade E at the end of year 9</p> <ul style="list-style-type: none"> ● Pupils have basic knowledge of historical conditions, events and figures in different time periods. ● Pupils show this by applying simple and to some extent informed reasoning about the causes and consequences of social change and people’s living conditions and actions, as well as about the Holocaust and other forms of genocide. ● In addition, pupils explain how the conditions and values of human beings can be affected by the time they are living in. ● Pupils can study some trends where cultures interact, and in migration, politics and living conditions and describe simple relationships between different time periods. ● Pupils also give some possible extrapolations of these trends, and justify their reasoning with simple and to some extent informed references to the past and the present. ● Pupils can use historical source material to draw simple and to some extent informed reasoning about people’s living conditions, and apply simple and to some extent informed reasoning about the credibility and relevance of sources. ● Pupils can apply simple and to some extent informed reasoning about how history has been used and can be used in different contexts and for different purposes, as well as how different representations of the past can lead to different understandings of the present, and what the consequences of this may be. In the study of historical conditions, events and figures and also the use of sources and in reasoning about how history is used, pupils can apply historical concepts in a basically functional way <p>Knowledge requirements for grade D at the end of year 9</p>		
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Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

- Pupils have good knowledge about historical conditions, events and figures during different time periods.
- Pupils show this by applying developed and relatively well informed reasoning about the causes and consequences of social change, and people's living conditions and actions, and also about the Holocaust and other forms of genocide.
- In addition, pupils explain how the conditions and values of human beings can be affected by the time they are living in.
- Pupils can study some trends where cultures interact, and in migration, politics and living conditions and describe relatively complex relationships between different time periods.
- Pupils also give some possible extrapolations of these trends and justify their reasoning by developed and relatively well informed references to the past and the present.
- Pupils can use historical source material to draw developed and relatively well informed conclusions about people's living conditions, and apply developed and relatively well informed reasoning about the credibility and relevance of their sources.
- Pupils can apply developed and relatively well informed reasoning about how history has been used and can be used in some different contexts and for different purposes, as well as how different representations of the past can lead to different views of the present, and what their consequences may be. In studies of historical conditions, events and figures not only when using sources and in reasoning about how history is used, pupils can apply historical

concepts in a relatively well functioning way.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

- Pupils have very good knowledge of historical conditions, events and figures in different time periods.
- Pupils show this by applying well developed and well informed reasoning about the causes and consequences of social change, and people's living conditions and actions, and also about the Holocaust and other forms of genocide.
- In addition, pupils explain how the conditions and values of human beings can be affected by the time they are living in.
- Pupils can study some trends where cultures interact, and in migration, politics and living conditions and describe complex relationships between different time periods.
- Pupils also give some possible extrapolations of these trends and justify their reasoning by applying well developed and well informed references to the past and the present.
- Pupils can use historical source material to draw well developed and well informed conclusions about people's living conditions, and apply well developed and well informed reasoning about the credibility and relevance of various sources.
- Pupils can apply well developed and well informed reasoning about how history has been used and can be used in some different contexts and for different purposes, as well as how different representations of the past can lead to different views of the present, and what their

	consequences may be. In studies of historical conditions, events and figures as well as the use of sources and in reasoning about how history is used, pupils can apply historical concepts in a well functioning way		
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Home & Consumer Studies, Grades 6-9	Environment and Modern Agriculture	Healthful Eating
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Grade 6	<p>Knowledge requirements for grade E at the end of year 6</p> <ul style="list-style-type: none"> • Pupils can plan and prepare meals and carry out other tasks related to meals, and do this with some adaptation to the requirements of the activity. • In their work, pupils can use methods, food and tools in a basically functional and safe way. • Pupils can also make simple assessments of work processes and results. • In addition, pupils can apply simple reasoning to producing varied and balanced meals. • Pupils can apply simple reasoning to the relationship between consumption and personal finances, and also to some frequently recurring goods and compare these in relation to their price and impact on the environment and health. • In addition, pupils apply simple reasoning to the differences between advertising and consumer information. <p>Knowledge requirements for grade D at the end of year 6 Grade D means that the knowledge requirements for grade E and most of C</p>	✓	✓
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are satisfied.

Knowledge requirements for grade C at the end of year 6

- Pupils can plan and prepare meals and carry out other tasks related to meals, and do this with relatively good adaptation to the requirements of the activity.
- In their work, pupils can use methods, food and tools in a relatively well functioning and safe way.
- Pupils can also make developed assessments of work processes and results.
- In addition, pupils can apply developed reasoning to producing varied and balanced meals.
- Pupils can apply developed reasoning to the relationship between consumption and personal finances, and also to some frequently recurring goods, and compare these in relation to their price and impact on the environment and health.
- In addition, pupils apply developed reasoning to the differences between advertising and consumer information.

Knowledge requirements for grade B at the end of year 6

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 6

- Pupils can plan and prepare meals and carry out other tasks related to meals, and do this with good adaptation to the requirements of the activity.
- In their work, pupils can use methods, food and tools in a well

	<p>functioning and safe way.</p> <ul style="list-style-type: none"> ● Pupils can also make well developed assessments about work processes and results. ● In addition, pupils can apply well developed reasoning to producing varied and balanced meals. ● Pupils can apply well developed reasoning to the relationship between consumption and personal finances, and also to some frequently recurring goods, and compare these in relation to their price and impact on the environment and health. ● In addition, pupils apply well developed reasoning to the differences between advertising and consumer information. 		
Grades 7-9	<p>Knowledge requirements for grade E at the end of year 9</p> <ul style="list-style-type: none"> ● Pupils can plan and prepare meals and carry out other tasks which occur in the home, and do this with some adaptation to the requirements of the activity. ● In their work, pupils can use methods, food and equipment in a safe and basically functional way. Pupils choose approaches and give simple reasons for their choice with reference to aspects covering health, finance and the environment. ● Pupils can also make simple assessments of work processes and results. ● In addition, pupils can apply simple and to some extent informed reasoning about how varied and balanced meals can be composed and adapted to individual needs. ● Pupils make comparisons between different consumption alternatives and apply simple reasoning with some connection to the impact on personal finances. ● Pupils can describe and apply simple reasoning to basic rights and 	✓	✓

obligations for consumers, and give examples of how they are used in different consumption situations.

- Pupils can apply simple and to some extent informed reasoning to the consequences of different consumer choices and actions in the home with regard to aspects concerning sustainable social, economic and ecological development.

Knowledge requirements for grade D at the end of year 9

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Knowledge requirements for grade C at the end of year 9

- Pupils can plan and prepare meals and carry out other tasks which occur in the home, and do this with relatively good adaptation to the requirements of the activity.
- In their work, pupils can use methods, food and equipment in a safe and relatively well functioning way.
- Pupils choose approaches and give developed reasons for their choices with reference to health, finance and environmental aspects.
- Pupils can also give developed assessments of work processes and results.
- In addition, pupils can apply developed and relatively well informed reasoning about how varied and balanced meals can be composed and adapted to individual needs.
- Pupils make comparisons between different consumption alternatives and apply developed reasoning with relatively good connection to the impact on personal finances.
- Pupils can describe and apply developed reasoning to basic rights and obligations for consumers, and give examples of how they are used in

different consumption situations.

- Pupils can apply developed and relatively well informed reasoning to the consequences of different consumer choices and actions at home based on aspects concerning sustainable social, economic and ecological development.

Knowledge requirements for grade B at the end of year 9

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Knowledge requirements for grade A at the end of year 9

- Pupils can plan and prepare meals and carry out other tasks which occur in the home, and do this with good adaptation to the requirements of the activity.
- In their work, pupils can use methods, food and equipment in a safe and well functioning way.
- Pupils choose approaches and give well developed reasons for their choices with reference to aspects concerning health, finance and the environment.
- Pupils can also make well developed assessments about work processes and results.
- In addition, pupils can apply well developed and well informed reasoning about how varied and balanced meals can be composed and adapted to individual needs.
- Pupils make comparisons between different consumption alternatives and apply well developed reasoning with good connection to the impact on personal finances.
- Pupils can describe and apply well developed reasoning to basic rights and obligations for consumers, and give examples of how they are

	<p>used in different consumption situations.</p> <ul style="list-style-type: none">● Pupils can apply well developed and well informed reasoning to the consequences of different consumer choices and actions at home based on aspects concerning sustainable social, economic and ecological development.		
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