



Sweden Compulsory School Curriculum Alignment (S-Z)

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

Swedish, 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 read fiction and non-fiction texts for children and youth with ease by using reading strategies in a basically functional way. By making simple, chronological summaries of the contents of different texts and commenting on the main points with some connection to the context, pupils show basic reading comprehension. • In addition, based on their own experience, pupils can interpret and apply simple and to some extent informed reasoning to clear messages in different works and in a simple way describe their reading experiences. • Pupils can write different kinds of text with understandable content and basically functional structures and also with some variation in language. In the texts pupils use basic rules for spelling, punctuation and correct language with some certainty. The narrative texts pupils write contain simple expressive descriptions and simple plots. Pupils can search for, select and compile information from a limited range of sources and then apply simple reasoning to the usefulness of the information. The summaries contain simple descriptions, personal 	✓	✓

formulations and some use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in a basically functional way, pupils can reinforce and bring to life the message in the texts.

- In addition, pupils can give simple assessments of the contents of a text and based on responses enhance its clarity and quality in a basically functional way.
- Pupils can talk about topics familiar to them by putting questions and expressing their opinions in a way that to some extent maintains the dialogue.
- In addition, pupils can prepare and give simple oral accounts with a basically functional introduction, content and ending, and with some adaptation to purpose and recipient.
- Pupils can give examples of national minority languages, apply simple reasoning about language variants in Swedish, and also give examples of some of the main language similarities and differences between Swedish and closely related languages.

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 read fiction and non-fiction texts for children and youth with good ease by using reading strategies in an appropriate way. By making developed summaries of the contents of different texts and commenting on the main parts with relatively good connection to the context, pupils show good reading comprehension.
- In addition, pupils from their own experiences, interpret and apply

developed and relatively well informed reasoning to clearly prominent messages from different works and in a developed way describe their reading experience.

- Pupils can write different kinds of text with relatively clear contents and relatively well functioning structures and also relatively good variation in language. In their texts, pupils use basic rules for spelling, punctuation and correctness of language with relatively good certainty. The narrative texts pupils write contain developed expressive descriptions and developed actions.
- Pupils can search for, select and compile information from a limited range of sources and apply developed reasoning about the usefulness of the information. The summaries contain developed descriptions, personal formulations and relatively good use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in an appropriate way, pupils can enhance and bring to life the message in their texts.
- In addition pupils can make developed assessments of the contents of a text and based on responses enhance its clarity and quality in a relatively well functioning way.
- Pupils can talk about topics familiar to them by putting questions and expressing their opinions in a way which maintains the dialogue relatively well. In addition, pupils can prepare and give developed oral accounts with a relatively well functioning introduction, contents and ending, and relatively good adaptation to purpose and recipient.
- Pupils can give examples of national minority languages, apply simple reasoning about language variants in Swedish, and also give examples of some of the main language similarities and differences between Swedish and closely related languages.

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 read fiction and non-fiction texts for children and youth with very good ease by using reading strategies in an appropriate and effective way. By making well developed summaries of the contents of various texts and commenting on the main parts with good connection to the context, pupils show very good reading comprehension.
- In addition, pupils from their own experiences, interpret and apply well developed and well informed reasoning to clearly prominent messages in different works, and in a well developed way describe their reading experience.
- Pupils can write different kinds of text with clear contents and well functioning structures and also relatively good variation in language. In their texts, pupils use basic rules for spelling, punctuation and language correctness with good certainty. The narrative texts pupils write contain well developed expressive descriptions and well developed actions.
- Pupils can search for, choose and compile information from a limited range of sources and then apply well developed reasoning about the usefulness of the information. The summaries contain well developed descriptions, their own formulations and good use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in an appropriate and effective way, pupils can enhance and bring to life the message in their texts.
- In addition pupils can make well developed assessments of the contents of a text and based on responses enhance its clarity and

	<p>quality in a well functioning way.</p> <ul style="list-style-type: none"> ● Pupils can talk about familiar topics by asking questions and expressing their own views in a way that maintains the dialogue well. In addition, pupils can prepare and give well developed oral accounts with well functioning introductions, contents and endings and good adaptation to purpose and recipient. ● Pupils can give examples of national minority languages, apply simple reasoning about language variants in Swedish, and also give examples of some of the main language similarities and differences between Swedish and closely related languages. 		
Grades 7-9	<p>Knowledge requirements for grade E at the end of year 9</p> <ul style="list-style-type: none"> ● Pupils can read fiction and non-fiction texts with ease by using and choosing reading strategies based on the specific characteristics of the text in a basically functional way. By making simple summaries of the contents of different texts with some connection to time aspects, causal relationships and other texts, pupils show basic reading comprehension. ● In addition, on the basis of their own experiences, different issues concerning life and the surrounding world, pupils can interpret and apply simple and to some extent informed reasoning about the main message in different works. ● Pupils can also apply simple reasoning about the work and how it is related to its creator. ● Pupils then draw to some extent informed conclusions on how the work has been affected by the historical and cultural context it emerged from. ● Pupils can write different kinds of texts with some variation in language, simple text linking and also basically functional adaptation 	✓	✓

to type of text, language norms and structures. The narrative texts pupils write contain simple expressive descriptions and narrative devices, and dramaturgical elements with simple plots.

- Pupils can search for, select and summarise information from a limited range of sources and apply simple and to some extent informed reasoning to the credibility and relevance of their sources and information. The summaries contain simple descriptions and explanations, simple topic-related language, and basically functional structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in a basically functional way, pupils can enhance and bring to life the message in their texts. In addition pupils can give simple assessments of the contents of a text and its structure and based on responses work on enhancing its clarity, quality and expressiveness in a basically functional way.
- Pupils can talk about and discuss various topics by asking questions and expressing opinions with simple and to some extent informed arguments in a way that to some extent takes the dialogues and discussions forward.
- In addition, pupils can prepare and give simple oral accounts with basically functional structures and content, and with some adaptation to purpose, recipient and context.
- Pupils can apply simple and to some extent informed reasoning about the history of the Swedish language, its origins and special characteristics, and compare these with closely related languages and clearly describe the main similarities and differences.

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 read fiction and non-fiction texts with good ease by using and choosing reading strategies based on the specific characteristics of the text in an appropriate way. By making developed summaries of the contents of different texts with relatively good connection to time aspects, causal relationships and other texts, pupils show good reading comprehension.
- In addition, on the basis of their own experiences, different issues concerning life and the surrounding world, pupils can interpret and provide developed and relatively well informed reasoning about the explicit and implicit messages in various works.
- Pupils can also apply developed reasoning about the work and how it is related to its creator.
- Pupils then draw relatively well informed conclusions about how the work has been influenced by the historical and cultural context it emerged from.
- Pupils can write different kinds of texts with relatively good variation in language, developed text linking and also relatively well functioning adaptation to text type, language norms and structures. The narrative texts pupils write contain developed expressive descriptions and narrative devices, and dramaturgical elements with relatively complex structures.
- Pupils can search for, select and compile information from a relatively varied range of sources and then apply developed and relatively well informed reasoning to the credibility and relevance of their sources and information. The summaries contain developed descriptions and explanations, developed topic related language, and relatively well functioning structures, quotations and source references. By

combining different types of texts, aesthetic expressions and media so that the various parts interact in an appropriate way, pupils can enhance and bring to life the message in their texts.

- In addition, pupils can make developed assessments of the contents of a text and based on responses enhance clarity, quality and expressiveness in a relatively well functioning way.
- Pupils can talk about and discuss various topics by asking questions and expressing opinions with developed and relatively well informed arguments in a way that takes the dialogues and discussions forward.
- In addition, pupils can prepare and give developed oral accounts with relatively well functioning structures and contents and relatively good adaptation to purpose, recipient and context.
- Pupils can apply developed and relatively well informed reasoning about the history of the Swedish language, its origins and special characteristics, and compare these with closely related languages and clearly describe similarities and differences.

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 read fiction and non-fiction texts with very good ease by using and choosing reading strategies based on the specific characteristics of the text in an appropriate and effective way. By making well developed summaries of the contents of different texts with good connection to time aspects, causal relationships and other texts, pupils show very good reading comprehension.
- In addition, on the basis of their own experiences, different issues

concerning life and the surrounding world, pupils can interpret and apply well developed and well informed reasoning about the explicit and implicit messages in different works.

- Pupils can also carry out well developed and balanced reasoning about the work and how it is related to its creator.
- Pupils then draw well informed conclusions on how the work has been affected by the historical and cultural context it emerged from.
- Pupils can write different kinds of texts with good variation in language, well developed text linking and also well functioning adaptation to type of text, language norms and structures. The narrative texts pupils write contain well developed expressive descriptions and narrative devices and dramaturgical elements with complex structures.
- Pupils can search for, select and compile information from a varied range of sources and then apply well developed and well informed reasoning to the credibility and relevance of their sources and information. The summaries contain well developed and balanced descriptions and explanations, well developed topic-related language, and well functioning structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in an appropriate and effective way, pupils can enhance and bring to life the message in their texts.
- In addition, pupils can make well developed and balanced assessments of the contents of a text and its structure, and based on responses work on enhancing clarity, quality and expressiveness in a well functioning way.
- Pupils can talk about and discuss various topics by asking questions and expressing opinions with well developed and well informed arguments in a way that takes the dialogues and discussions forward and deepens or broadens them.

	<ul style="list-style-type: none"> • In addition, pupils can prepare and give well developed oral accounts with well functioning structures and contents and good adaptation to purpose, recipient and context. • Pupils can apply well developed and well informed reasoning about the history of the Swedish language, its origins and special characteristics, and compare these with closely related languages and clearly describe important similarities and differences. 		
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Swedish as a Second Language , 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 read fiction and non-fiction texts for children and youth with ease by using reading strategies in a basically functional way. By making simple, chronological summaries of the contents of different texts and commenting on the main points with some connection to the context, pupils show basic reading comprehension. • In addition, on the basis of their own experiences and frames of reference, pupils can interpret and apply simple and to some extent informed reasoning about the main message in different works. • Pupils can also describe their experiences from reading in a simple way. 	✓	✓

- Pupils write different kinds of text with understandable content and a basically functional structure and with some variation in language. In simple texts, pupils can use basic rules for spelling, punctuation and correct language in a basically functional way. The narrative texts pupils write contain simple expressive descriptions and simple plots.
- Pupils can search for, select and compile information from a limited range of sources and then apply simple reasoning to the usefulness of the information. The summaries contain simple descriptions, personal formulations and some use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in a basically functional way, pupils can clarify, reinforce and bring to life the message in their texts.
- In addition, pupils can give simple assessments of the contents of a text and language, and based on responses enhance its clarity and quality in a basically functional way.
- Pupils with a basically functional vocabulary and repertoire of terms can discuss familiar subjects in a simple way. In conversations, pupils can put questions and express their opinions in a way that to some extent maintains the conversation.
- Pupils thus use basically functional language strategies to understand and make themselves understood.
- In addition, pupils can prepare and give simple oral accounts with a basically functional introduction, content and ending, and with some adaptation to purpose and recipient.

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

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| | <ul style="list-style-type: none">● Pupils can read fiction and non-fiction texts for children and youth with good ease by using reading strategies in an appropriate way. By making developed summaries of the contents of different texts and commenting on the main parts with relatively good connection to the context, pupils show good reading comprehension.● In addition, on the basis of their own experiences and reference frameworks, pupils can interpret and apply simple and relatively well informed reasoning about the main message in different works.● Pupils can also describe their experiences from reading in a developed way.● Pupils can write different kinds of text with relatively clear contents, relatively well functioning structures and some variation in language. In simple texts, pupils can use basic rules of spelling, punctuation and correct language in a relatively well functioning way. The narrative texts pupils write contain developed expressive descriptions and developed actions.● Pupils can search for, select and compile information from a limited range of sources and apply developed reasoning about the usefulness of the information. The summaries contain developed descriptions, personal formulations and relatively good use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in an appropriate way, pupils can clarify, reinforce and bring to life the message in their texts.● In addition, pupils can give developed assessments of the contents of a text and its language, and based on responses enhance its clarity and quality in a relatively well functioning way.● Pupils can with appropriate vocabulary and terms discuss familiar subjects in a developed way.● In conversations, pupils can put questions and express their opinions | | |
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in a way that maintains the conversation relatively well.

- Pupils use relatively well functioning language strategies to understand and make themselves understood.
- In addition, pupils can prepare and give developed oral accounts with a relatively well functioning introduction, contents and ending, and relatively good adaptation to purpose and recipient.

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 read fiction and non-fiction texts for children and youth with very good ease by using reading strategies in an appropriate and effective way. By making well developed summaries of the contents of various texts and commenting on the main parts with good links to the context, pupils show very good reading comprehension. In addition, on the basis of their own experiences and frames of reference, pupils can interpret and apply simple and well informed reasoning about the main messages in different works.
- Pupils can also describe their experiences from reading in a well developed way. Pupils can write different kinds of text with clear contents, well functioning structures and some variation in language.
- In simple texts, pupils can use basic rules of spelling, punctuation and correct language in a well functioning way. The narrative texts pupils write contain well developed expressive descriptions and well developed actions.
- Pupils can search for, choose and compile information from a limited range of sources and then apply well developed reasoning about the

	<p>usefulness of the information. The summaries contain well developed descriptions, personal formulations and good use of topic-specific words and concepts. By combining text with various aesthetic expressions so that they interact in an appropriate and effective way, pupils can clarify, reinforce and bring to life the message in their texts.</p> <ul style="list-style-type: none"> ● In addition, pupils can give well developed assessments of the contents of a text and its language, and based on responses enhance its clarity and quality in a well functioning way. ● Pupils can with an appropriate and effective vocabulary and repertoire of terms discuss familiar subjects in a well developed way. In conversations, pupils can put questions and express their opinions in a way that maintains the conversation well. ● Pupils thus use well functioning language strategies to understand and make themselves understood. ● In addition, pupils can prepare and give well developed oral accounts with well functioning introductions, contents and endings and good adaptation to purpose and recipient. 		
Grades 7-9	<p>Knowledge requirements for grade E at the end of year 9</p> <ul style="list-style-type: none"> ● Pupils can read fiction and non-fiction texts with ease by using and choosing reading strategies based on the specific characteristics of the text in a basically functional way. By making simple summaries of the contents of different texts and commenting on the main parts with some connection to time aspects and causal relationships, pupils show basic reading comprehension. ● In addition, on the basis of their own experiences and frames of reference, and different issues concerning life and the surrounding world, pupils can interpret and apply simple and to some extent informed reasoning about the main messages in different works. 	✓	✓

- Pupils also apply simple reasoning about the work with reference to its author and draw to some extent informed conclusions about the relationship between the work and its creator.
- Pupils can write different kinds of texts with some variation in language, simple text linking and basically functional adaptation to type of text, language norms and structures. The narrative texts pupils write contain simple expressive descriptions and narrative devices, and dramaturgical elements with simple plots.
- Pupils can search for, select and compile information from a limited range of sources and apply simple and to some extent informed reasoning to the credibility and relevance of their sources and information. The summaries are characterised by simple descriptions and explanations, simple and functional knowledge-related language, and basically functional structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in a basically functional way, pupils can enhance, reinforce and bring to life the message in their texts.
- In addition, pupils can give simple assessments of the contents of a text, its language and structure, and based on responses work on enhancing clarity, quality and expressiveness in a basically functional way.
- Pupils can with a basically functional combination of everyday related and topic related language, talk about and discuss various topics in a simple way. In such situations, pupils can put questions and express opinions using simple and to some extent informed arguments in a way which to some extent takes the dialogues and discussions forward.
- Pupils choose and use basically functional language strategies to understand and make themselves understood.
- In addition, pupils can prepare and carry out simple oral accounts with

basically functional structures, content and language and some adaptation to purpose, recipient and context.

- Pupils can apply simple and to some extent informed reasoning about language variants in Swedish, and also some of the main differences and similarities between Swedish and other languages.

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 read fiction and non-fiction texts with good ease by using and choosing reading strategies based on the specific characteristics of the text in an appropriate way. By making developed summaries of the contents of different texts and commenting on the main points with relatively good connection to time aspects and causal relationships, pupils show good reading comprehension.
- In addition, on the basis of their own experiences and frames of reference and also regarding different issues on life and the surrounding world, pupils can interpret and apply developed and relatively well informed reasoning about messages which are explicit and implicit in different works.
- Pupils also apply developed reasoning about the work with reference to its author and draw relatively well informed conclusions on the relationship between the work and its creator.
- Pupils can write different kinds of texts with relatively good variation in language, developed text linking and relatively well functioning adaptation to text type, language norms and structures. The narrative texts pupils write contain developed expressive descriptions and

narrative devices, and dramaturgical elements with relatively complex structures.

- Pupils can search for, select and compile information from a relatively varied range of sources and then apply developed and relatively well informed reasoning to the credibility and relevance of their sources and information. The summaries are characterised by developed descriptions and explanations, developed and functional knowledge-related language, and relatively well functioning structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in an appropriate way, pupils can clarify, reinforce and bring to life the message in their texts.
- In addition, pupils can make developed assessments of the contents of a text, its language and structure, and based on responses work on enhancing clarity, quality and expressiveness in a relatively well functioning way.
- Pupils can with an appropriate combination of daily and topic-related language talk about and discuss various subjects in a developed way. In such situations, pupils can put questions and express opinions with developed and relatively well informed arguments in a way which takes the dialogues and discussions forward.
- Pupils choose and use relatively well functioning language strategies to understand and make themselves understood.
- In addition, pupils can prepare and give developed oral accounts with relatively well functioning structures, contents and language, and relatively good adaptation to purpose, recipient and context.
- Pupils can apply developed and relatively well informed reasoning about language variations in Swedish, and also some of the main differences and similarities between Swedish and other languages.

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 read fiction and non-fiction texts with very good ease by using and choosing reading strategies based on the specific characteristics of the text in an appropriate and effective way. By making well developed summaries of the contents of different texts and commenting on the main parts with good connection to time aspects and causal relationships, pupils show very good reading comprehension.
- In addition, on the basis of their own experiences and frames of reference, and also regarding different issues concerning life and the surrounding world, pupils can interpret and apply well developed and well informed reasoning about the explicit and implicit messages in different works.
- Pupils also apply well developed reasoning about the work with reference to its author and draw well informed conclusions about the relationship between the work and its creator. Pupils can write different kinds of texts with good variation in language, well developed text linking and well functioning adaptation to type of text, language norms and structures. The narrative texts pupils write contain well developed expressive descriptions and narrative devices and dramaturgical elements with complex structures.
- Pupils can search for, select and compile information from a varied range of sources and then apply well developed and well informed reasoning to the credibility and relevance of their sources and information. The summaries are characterised by well developed and

	<p>balanced descriptions and explanations, well developed and functional knowledge-related language, and also well functioning structures, quotations and source references. By combining different types of texts, aesthetic expressions and media so that the various parts interact in an appropriate and effective way, pupils can clarify, reinforce and bring to life the message in their texts.</p> <ul style="list-style-type: none"> ● In addition, pupils can make well developed and balanced assessments of the contents of a text, its language and structure, and based on responses work on enhancing clarity, quality and expressiveness in a well functioning way. ● Pupils with an appropriate and effective combination of daily and topic-related language can talk about and discuss various topics in a well developed way. In such situations, pupils can put questions and express opinions with well developed and well informed arguments in a way which takes the dialogues and discussions forward and deepens or broadens them. ● Pupils choose and use well functioning language strategies to understand and make themselves understood. In addition, pupils can prepare and give well developed oral accounts with well functioning structures, content and language, and good adaptation to purpose, recipient and context. ● Pupils can apply well developed and well informed reasoning about language variations in Swedish, and also some of the main differences and similarities between Swedish and other languages. 		
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Technology, 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 describe and give examples of simple technical solutions in everyday life and some parts which interact in order to satisfy their purpose and function. • In addition, pupils can in a simple way describe and give examples of some solid and stable constructions in everyday life, their structure and the materials used. • Pupils can carry out very simple work on technology and design by testing possible ideas for solutions, as well as designing simple physical or digital models. During the work process, pupils contribute to formulating and choosing action alternatives that lead to improvements. • Pupils draw up simple documentation of work using sketches, models or texts where the intention of the work is to some extent made clear. • Pupils can carry out simple and to some extent informed reasoning, not only about how some objects or technical systems in society have changed over time, but also some of the advantages and disadvantages of different technical systems for the individual, society and the environment. <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 are satisfied.</p> <p>Knowledge requirements for grade C at the end of year 6</p> <ul style="list-style-type: none"> • Pupils can explain simple technical solutions in everyday life and how some parts interact in order to satisfy their purpose and function. • In addition, pupils can in a developed way describe and show 	✓	✓
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relationships between some solid and stable constructions in everyday life, their structure and the materials used.

- Pupils can carry out very simple work on technology and design by testing and retesting possible ideas for solutions, as well as designing developed physical or digital models. During the work process, pupils formulate and choose action alternatives which with some adaptation lead to improvements.
- Pupils draw up developed documentation of work using sketches, models or texts where the intention of the work is relatively well documented.
- Pupils can apply developed and relatively well informed reasoning not only over how some objects or technical systems in society have changed over time, but also the advantages and disadvantages of various technical solutions for the individual, society and the environment.

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 explain simple technical solutions in everyday life and how some parts interact in order to satisfy their purpose and function, and show other similar solutions.
- In addition, pupils can in a well developed way describe and show relationships between some solid and stable constructions in everyday life, their structure and the materials used.
- Pupils can carry out very simple work on technology and design by systematically testing and retesting possible ideas for solutions, as

	<p>well as designing well developed physical or digital models. During the work process, pupils formulate and choose action alternatives that lead to improvements.</p> <ul style="list-style-type: none"> ● Pupils draw up well developed documentation of the work using sketches, models or texts where the intention of the work is well documented. ● Pupils can apply well developed and well informed reasoning not only over how some objects or technical systems in society have changed over time, but also the advantages and disadvantages of various technical solutions for the individual, society and the environment. 		
Grades 7-9	<p>Knowledge requirements for grade E at the end of year 9</p> <ul style="list-style-type: none"> ● Pupils can study different technical solutions in everyday life and with some use of topic-specific terms describe how easily identifiable parts work together to satisfy their purpose and function. In addition, pupils apply simple and to some extent informed reasoning about similarities and differences between some materials and their use in technical solutions. ● Pupils can carry out simple work involving technology and design by studying and testing possible solutions and also designing simple physical or digital models. During the work process, pupils contribute to formulating and choosing action alternatives that lead to improvements. ● Pupils draw up simple documentation of the work with sketches, models, drawings or reports where the intention of the work is to some extent clear. ● Pupils can apply simple and to some extent informed reasoning about how some objects and technical systems in society change over time, and show the driving forces behind technological development. 	✓	✓

- In addition, pupils can apply simple and to some extent informed reasoning about how different technical solutions can have different consequences on the individual, society and the environment.

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 study different technical solutions in everyday life and with relatively good use of topic-specific terms describe how parts of subsystems work together to satisfy their purpose and function.
- In addition, pupils apply developed and relatively well informed reasoning about similarities and differences between some materials and their use in technical solutions.
- Pupils can carry out simple work involving technology and design by studying and testing and retesting possible ideas for solutions and also designing developed physical or digital models. During the work process, pupils formulate and choose action alternatives which with some adaptation lead to improvements.
- Pupils draw up developed documentation of the work with sketches, models, drawings or reports where the intention of the work is relatively well made clear.
- Pupils can apply developed and relatively well informed reasoning about how some objects and technical systems in society change over time, and show the driving forces in technological development.
- In addition, pupils can apply well developed and relatively well informed reasoning about how different technical choices can have different consequences for the individual, society and the

	<p>environment.</p> <p>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.</p> <p>Knowledge requirements for grade A at the end of year 9</p> <ul style="list-style-type: none"> ● Pupils can study different technical solutions in everyday life and with good use of topic-specific terms describe how parts of subsystems work together to satisfy their purpose and function, and show other similar solutions. ● In addition, pupils carry out well developed and well informed reasoning about similarities and differences between some materials and their use in technical solutions. ● Pupils can carry out simple work involving technology and design by studying and systematically testing and retesting possible ideas for solutions and also design well developed and well planned physical or digital models. During the work process, pupils formulate and choose action alternatives that lead to improvements. ● Pupils draw up well developed documentation of the work using sketches, models, drawings or reports where the intention of the work is well documented. ● Pupils can apply well developed and well informed reasoning over how some objects and technical systems in society have changed over time and show the driving forces of technological development. ● In addition, pupils can apply well developed and well informed reasoning about how different technical choices can have different consequences for the individual, society and the environment. 		
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