

## Knowledge requirements for grade E at the end of year 9

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 environment.

## 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 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.