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CHARTER FOR CHINESE

LEVEL A1

The objective of teaching in the elementary group (levels A1, A2 to B1) is to attain, at the end of level B1, a command of Chinese which allows the student to use documentation in Chinese and to practise the language in a non-specialised context.

Below are the skills to be attained by the end of level A1.

Communication skills

Pinyin reproduction (Chinese phonetic alphabet)
- Satisfactorily pronounce all the consonants and vowels.
- Recognise and reproduce the tones.
- Transcribe dictated phrases in pinyin.

Listening comprehension
- Simple questions relating to my identity, and everyday life (nationality, activities).
- A simple dialogue.
- A simple story.

Spoken expression
- Introduce yourself and talk about yourself (name, surname, nationality, telephone number, address).
- Ask someone to tell you about him or herself (first name, surname, nationality, telephone number, address).
- Ask and give a simple explanation.
- Use numbers from “zero” to “ten thousand”.
- Express location: inside, outside, below, above, west of.
- Express possession.
- Express wishes.
- Express possibility.
- Express degree of appreciation.
- Say and memorise a short statement or simple dialogue.
- Formulate questions using: who (shui), where (nar), which (na), what (shenme), how many (ji, duoshao), how (zenme) and you? (ne), how (zenmeyang), or (haishi), when (sheme shihou), and reply to them.
- Express language learning and skill.

Writing
Transcribe all the words learned, using pinyin.
Reproduce 160 new characters and recognise 170 new characters.

Reading comprehension
- Understand the essential meaning of each character learned.
- Identify and read aloud simple words, sentences, paragraphs and dialogues.
- Translate single sentences or short texts composed of the characters learned.

Written expression
- Write down dictated syllables, words, and sentences using pinyin.
- Re-order a sentence, a dialogue, a short text.
- Complete a sentence, a dialogue, a short text in Chinese characters.
- Respond to simple written questions.
- Produce simple translations into Chinese.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Grammar
- Adjectives used as verbs.
- Negation.
- Various interrogative structures.
- Interrogative pronouns (question words).
- The modifying particle “de”.
- The classifiers.
- The sentence particle “ba”.
- The sentence particle “ne”.
- Adverbs.
- Prepositions.
- Auxiliary verbs.
- Reduplication of verbs.
- The degree complement.
- Locatives.
- Time and place words.

Modes of evaluation

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.
Spoken expression
Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

Written expression
The teacher will give students a minimum of 3 written assignments to be done outside of class. These assignments should be spread over the entire length of the semester. For the languages with 4 hours of classes per week, the frequency and number of assignments is greater.

This work will receive a final average grade out of 20.

Listening comprehension
The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final grade out of 20.

Reading comprehension
Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The grade on this test is taken into account in the final grade for the semester.

Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Each level is normally scheduled to last one semester. This means that a student is expected to advance to the next level from one semester to the next. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level. Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall level sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.
Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

**Pedagogical materials**


**Reference documents**

- Common European Framework of Reference for Languages.

LEVEL A2

The objective of teaching in the elementary group (levels A2 to B1) is to attain, at the end of level B1, a command of Chinese which allows the student to use documentation in Chinese and to practise the language in a non-specialised context.

Below are the skills to attain at the end of level A2, assuming that the skills of levels A1 have been fully attained.

Communication skills

Listening comprehension
- Respond to simple questions on the basis of language learned.
- Understand simple dialogues.
- Following a dictation, reproduce sentences in Chinese characters on the basis of language learned.

Spoken expression
- Talk about yourself in a precise way: not only your first and last name, nationality, date of birth, but also your age, activities and so on.
- Ask someone to talk about him or herself in more detail, providing first name, surname, nationality, age, telephone number, hobbies and interests, etc.
- Respond to and formulate questions beginning with the question words: how many (duoshao), how long (duochang shijian), at what time? (jidian), how much does it cost? (duoshao qian).
- Situate oneself and situate an event in time (year, month, week, date, parts of the day, time).
- Ask someone for directions.
- Describe a map.
- Express duration.
- Express condition (yaoshi -de hua).
- Express causality (yinwei -suoyi).
- Talk about completed actions.
- Talk about past experiences.
- Make comparisons.
- Talk about purchasing and use Chinese currency units.
- Talk about means of transport.
- Name the main dishes and foods.

Writing
- Reproduce 160 new characters and recognise 180 new characters.
- Write down using Chinese characters dictated statements related to those used in reading and oral expression.
Reading comprehension
- Recognise and read aloud all the characters covered in class.
- Understand and read aloud the texts studied in class: dialogues, narratives, stories.
- Read and understand a real-life document (advertisement, Chinese menu, message).
- Learn to use a Chinese-French dictionary.

Written expression
- Respond in writing to simple written questions about a text studied, an image, a comic strip series, the narrative of a film or play.
- Translate a text (provided you are supplied with the elements necessary for the exercise: vocabulary, for example).
- Write questions based upon a document (text, image, dialogue).

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been touched upon in the previous level will be examined in more detail.

Grammar
- Resultative complements.
- The construction: “bu -le”.
- The construction: “shi -de”.
- The completed action aspect.
- The continuing action aspect.
- The immediate future aspect.
- The change of state modal particle (at the end of the sentence).
- Complements of duration.
- Comparative structures (equality, superiority, inferiority).
- Verbal classifiers.
- Potential complements.
- Placing the object before the verb using "ba".

Modes of evaluation

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

Spoken expression
Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.
Written expression
The teacher will give students a minimum of 3 written assignments to be done outside of class. These assignments must be spread over the entire length of the semester. For the languages with 4 hours of classes per week, the frequency and number of assignments is greater.

This work will receive a final average grade out of 20.

Listening comprehension
The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final grade out of 20.

Reading comprehension
Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The grade on this test is taken into account in the final grade for the semester.

Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Each level is normally scheduled to last one semester. This means that a student is expected to advance to the next level from one semester to the next. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher’s decision alone, to redo a level. Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall level sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. Teachers have the final say as to their students’ level at the end of the class and this is not open to negotiation.

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.
Pedagogical materials


Reference documents

- Common European Framework of Reference for Languages.

LEVEL B1

The objective of teaching in the elementary group (levels A1, A2 to B1) is to attain, at the end of level B1, a command of Chinese which allows the student to use documentation in Chinese and to practise the language in a non-specialised context.

Communication skills

Listening comprehension
- Understand a dialogue in a real-life situation, using more elaborate structures and a richer vocabulary.
- Understand the description of a place, a character or an organisation.
- Understand a message or a letter.
- Understand a story, a piece of fiction, a sequence from a film.

Spoken expression
- Make complex comparisons.
- Talk about studies (the curriculum, courses, homework, exams).
- Talk about the seasons, the weather and different climates.
- Name the main dishes and foods.
- Talk about health problems and medicine.
- Talk about travel and transport.
- Talk about sport and extra-curricular activities.
- Talk about your professional plans.
- Recount from memory a short story, the narrative of an event (e.g. from a play).

Writing
- Reproduce 160 new characters and recognise 200 new characters (total: reproduce 480 characters and recognise 550).
- Identify the characters outside the usual contexts.
- Enter the characters on a computer.

Written expression
- Leave a message for someone.
- Write a slightly more elaborate letter.
- Write a summary.
- Give a title to a text, a paragraph.
- Write a short text on a computer.

Language tools
The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been touched upon in the previous level will be examined in more detail.

**Grammar**
- The durative aspect particle (zhe).
- Concessives.
- The le 1 + le 2 construction.
- The “buden -erqie” structure.
- Potential complements.
- Directional complements.
- The "Lian ye / dou" structures.
- The passive voice.
- Guo with le.
- Complex verbal stuctures.

**Modes of evaluation**

Assessment is carried out on an ongoing basis throughout the semester. This means that **regular work is required of the students and is tested. There is therefore no final examination.**

**Spoken expression**
Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

**Written expression**
The teacher will give students a **minimum of 3 written assignments to be done outside of class.** These assignments must be spread over the entire length of the semester. For the languages with 4 hours of classes per week, the frequency and number of assignments is greater.

This work will receive a **final average grade out of 20.**

**Listening comprehension**
The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a **final grade out of 20.**

**Reading comprehension**
Reading comprehension is evaluated through a range of exercises completed in class, for a **grade out of 20.**

An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due
course by the Language Department. The grade on this test is taken into account in the final grade for the semester.

Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student’s progress and alert them to any shortcomings, while providing advice on how to remedy them.

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Each level is normally scheduled to last one semester. This means that a student is expected to advance to the next level from one semester to the next. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher’s decision alone, to redo a level. Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall level sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. Teachers have the final say as to their students’ level at the end of the class and this is not open to negotiation.

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Pedagogical materials


Reference documents
  • Common European Framework of Reference for Languages.

LEVEL B2

Below are the skills to be attained by the end of level B2.

The four skills

**Listening comprehension**
- Understand with relative ease any class documentation from a wide range of audio and video recordings and follow a lengthy discussion on more complex topics than in the previous levels.
- Begin to recognise the different points of view exchanged in a real or recorded dialogue using more elaborate syntactic structures and a more sophisticated cultural and social vocabulary.
- Understand the narrative of an anecdote: the description of a story from Chinese proverbs or a true account told in the press, etc.

**Spoken expression**
- Talk about personal and professional plans.
- Tell a story (from Chinese proverbs or other).
- Clearly describe a fact, or a lived experience.
- Summarise a written, audio and visual document: the nature and form of the document, its content.
- Express feelings: of wish, of refusal, of preference.
- Communicate with greater confidence on familiar topics.
- Intervene spontaneously in discussions and debates and respond to the spoken contributions of the other students.

**Reading comprehension**
- Read with some fluency a variety of extended texts of descriptive, explanatory and interpretative nature from a variety of domains.
- Identify the important elements of a text.
- Use a Chinese-French dictionary with ease.

**Written expression**
- Write clear and detailed texts on a wide range of topics.
- Know how to take notes in Chinese (characters and pinyin).
- Produce a personal, organised and argued response to a specific topic in the form of a report.

**Language tools**

The following concepts will be studied in context and as they relate to the communication skills to be attained listed above. Those that have already touched upon in the previous level will be examined in more detail.

**Grammar**
A revision of all the complex grammatical points of modern Chinese:

- Potential complements: V.+ de/bu + resultative.
- The construction with bei (a passive form).
- The construction with ba (object before the verb).
- Directional complements in combined series: V + qilai/shanglai/xiaqu etc.
- The construction with shide.
- All forms of comparison: equality, superiority, inferiority.

Vocabulary
The main aim is to broaden and vary vocabulary acquisition:

- Understand the vocabulary seen in the context of the classroom.
- Know how to read 850 characters and write 640 characters.
- Know idiomatic expressions.
- Begin to learn a specialised vocabulary in economics and politics.

Phonetics
The work will be carried out in 3 main areas which students will be introduced to in-class by encouraging them to use the various means at their disposal (language laboratory, pair work, etc.).

Pronunciation
- The most problematic consonants (initial sounds) for francophone students.
- Common polyphonic words.

The 4 tones
- The distinction between the four tones.

Accentuation
- Sentence stress and rhythm.

Modes of evaluation

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

Spoken expression
Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

Written expression
The teacher will give students a minimum of 3 written assignments to be done outside of class. These assignments should be spread over the entire length of the semester. For the languages with 4 hours of classes per week, the frequency and number of assignments is greater.

This work will receive a final average grade out of 20.

Listening comprehension
The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final grade out of 20.

**Reading comprehension**
Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The grade on this test is taken into account in the final grade for the semester.

**Mid-term assessment and final evaluation**

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Each level is normally scheduled to last one semester. This means that a student is expected to advance to the next level from one semester to the next. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher’s decision alone, to redo a level. Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall level sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. Teachers have the final say as to their students’ level at the end of the class and this is not open to negotiation.

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

**Reference documents**

- Common European Framework of Reference for Languages.

LEVEL C1

Below are the skills to be attained by the end of level C1.

The four skills

Listening comprehension
- Understand relatively lengthy speeches and recorded dialogues using more complex syntactic structures and social, economic and political vocabulary.
- Follow a fairly lengthy discourse (specialised presentation, discussion, debate).
- Understand cultural allusions (referential knowledge), film excerpts, short plays or TV shows in standard language.

Spoken expression
- Communicate with a certain degree of spontaneity that makes it possible to have an interaction with a native speaker.
- Discuss clearly and fluently using a certain number of connectors, link one’s interventions to those of the other speakers and respond to the objections raised.
- Present documents (press articles, visual documents, video excerpts), using a variety of linguistic forms.
- Develop ideas or opinions on specialised subjects of a social, economic and political nature.

Reading comprehension
- Fluently read a variety of texts of descriptive, explanatory and interpretative nature.
- Understand specialised articles in politics, economy.
- Use a Chinese-Chinese dictionary.

Written expression
- Express yourself in a clear and well-structured text on a wide range of subjects relating to society, economics and politics.
- Construct a clear, complete and balanced line of argument using an extensive range of logical connectors.
- Produce a summary or report of information from a range of sources, reconstructing the arguments with ease and consistency.
- Write an essay giving reasons for or against a given opinion.

At the end of Level C1, the student will be able to consider the HSK intermediate level (中等) test.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been encountered at the previous level will be studied in greater depth.
Grammar
Furthering the structures studied in level B2.
Syntactic analysis of complex sentences.

Structures
- Causality: jiran既然, jiu就, cong’ér从而.
- Choice: ningke宁可, ye也.
- Progression: shangqie和尚且, hékuàng何况.
- Hypothesis: tangshi倘若, tangruo倘若, jiaruo假如, ruoshi若是.
- Concession: zongran纵然, ye也.
- Reversal: fan’er反而.
- Conditionality: chufei除非, fouzhe否则.

Vocabulary
Broaden and vary vocabulary acquisition in relation to two objectives:
- Know how to read 1200 characters and write 900 characters.
- Know a specialised vocabulary in economics and politics.
- Understand the most common classical Chinese words in writings in a formal register (e.g.: 此, 之, 何, 其, 皆, 岂, 颇, 诸 etc.).
- Enrich idiomatic and proverbial expressions (chéngyu, yànyu, xiéhouyu, suhua).

Phonetics
Improvement of the following aspects:
- Pronunciation of the four tones.
- Pronunciation of the consonants: r, c, h.

Modes of evaluation

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

Spoken expression
Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

Written expression
The teacher will give students a minimum of 3 written assignments to be done outside of class. These assignments must be spread over the entire length of the semester. For the languages with 4 hours of classes per week, the frequency and number of assignments is greater.

This work will receive a final average grade out of 20.

Listening comprehension
The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final grade out of 20.

**Reading comprehension**
Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

**Mid-term assessment and final evaluation**

The mid-term assessment results are used to assess each student’s progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student’s final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Each level is normally scheduled to last one semester. This means that a student is expected to advance to the next level from one semester to the next. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher’s decision alone, to redo a level. Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall level sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. Teachers have the final say as to their students’ level at the end of the class and this is not open to negotiation.

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

**Reference documents**
- Common European Framework of Reference for Languages.

LEVEL C2

Below are the skills to be attained by the end of level C2.

The four skills

**Listening comprehension**
- Follow with a certain ease any documentation proposed in class (specialised presentations, discussions, debates), take notes simultaneously (the class is given in Chinese).
- Follow a lengthy speech (varied range of audio and video recordings).
- Understand most TV news and current affairs programmes.
- Understand undertones, humour, cultural allusions (referential skill), unusual ways of speaking, such as accents or non-standard language (sociolinguistic knowledge).

**Spoken expression**
- Express without too much hesitation to find the right words on all kinds of subjects using a wide range of vocabulary.
- Speak effectively and fluidly using chosen connectors.
- Present a well constructed account (around fifteen minutes in length) using varied language and with an ability to easily respond to questions and objections raised.
- Intervene spontaneously in discussions and debates using strategies to take or keep the floor (oratorical effects).

**Reading comprehension**
- Fluently read lengthy and varied texts in all registers (particularly press reviews).
- Identify the important elements and argumentative nuances of a long text, accurately reconstruct its structure in order to produce a summary.
- Locate useful information on websites.

**Written expression**
- Express and develop a point of view in a well-structured text, construct a clear, complete and balanced line of argument using an extensive range of logical connectors.
- Produce all types of writing (letters, essays, reports) as a result of a command of the different registers.
- Summarise information from a range of sources to form arguments with ease and coherence.

At the end of level C2, the student will be able to consider the HSK advanced level (高等) and various competitive diplomatic and civil service examinations.

**Language tools**
The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been encountered at the previous level will be studied in greater depth.

**Grammar**
- Furthering the structures studied in level C1.
- Awareness of the mechanisms of oral and written textual cohesion.

**Vocabulary**
The aim is to broaden and vary vocabulary acquisition:
- Know how to read 1500 characters and write 1000 characters.
- Enrich a highly specialised vocabulary of an economic, political, legal and philosophical nature.
- Understand an increased number of classical Chinese words in writings in a formal register.
- Enrich idiomatic and proverbial expressions.

**Modes of evaluation**

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

**Spoken expression**
Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

**Written expression**
The teacher will give students a minimum of 3 written assignments to be done outside of class. These assignments must be spread over the entire length of the semester. For the languages with 4 hours of classes per week, the frequency and number of assignments is greater.

This work will receive a final average grade out of 20.

**Listening comprehension**
The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final grade out of 20.

**Reading comprehension**
Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

**Mid-term assessment and final evaluation**

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.
Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Each level is normally scheduled to last one semester. This means that a student is expected to advance to the next level from one semester to the next. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level. Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall level sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

Reference documents
- Common European Framework of Reference for Languages.

APPENDIX

Essential minimum thresholds of the 6 levels.

Threshold of 155 characters (exit Level A1)

Threshold of 255 characters (exit Level A2)

Threshold of 355 characters (exit Level B1)

Threshold of 505 characters (exit Level B2)
啊安安八把爸吧白百拜半办帮抱报杯北备被本比笔边变变表别并病不才菜茶差产长长厂场唱车成城吃出初除楚处穿传床春词此次从村唱答大代带但当道道的得等底底底底点电店定冬冬懂动部读短对多饿儿而二发法反饭方房放非费份份风封封服服父该干感刚商告歌歌个各给跟更工公共古怪关管馆惯广贵国果过还孩海汉好号喝河合和黑很红候候花化画话坏欢合回婚活火或机鸡鸡急几已记家假间见人江讲交教饺叫较接街结姐解介界今斤金近进京经久九酒旧就觉开觉可刻课口块快快况来老了累离离离李李里里力连凉两辆亮零另六龙楼路妈马风买买慢忙毛么没复美们门面民民民明民目拿如实那那男难脑牛呢能你年念您农欧怕旁肿胀皮片票品平七期其奇骑起气气气气前前钱轻轻清请秋区取去趣全然让热人认日肉如三色山商上少绍社谁身什生声师十时识实始市世视事是实收手首实书双水晚说思死四送诉讼虽岁所他它它它大谈特提题体天听同统统突突完完玩玩万万王王往忘望为位文问无无五午物西西息息洗洗系上夏夏想相想向像消小笑校些写学学心新信星星姓兴休休学学亚言阳阳样要药也也业夜一农已以意因音应影用用有又于鱼语语语原远原愿原愿月越在再咱早早路张找找着者这着真正之只知纸中钟种种洲洲主住助祝准字字总总总走走最昨作做

Threshold of 805 characters (exit Level C1)

啊安安按按把把吧吧百百拜吧半半办办傍傍报抱杯杯北备被本比笔边变变表表别别并病不不才菜茶差差产产长长厂场唱唱车车成城吃吃出出初初除除楚楚处处穿穿传传床床春春词词此次从从村村唱唱答答大大代代带带但但当当道道的的得得等等底底底底点点电电店店定定冬冬懂懂动动部部读读短短对对多多饿饿儿儿而而二二发发法法反反饭饭方方房房放放非非费费份份风风封封服服服服父父该该干干感感刚刚商商告告歌歌歌歌个个各各给给跟跟更更工工公共故故古古观观管管惯惯光光规规鬼鬼国国果果过过孩孩海海害害汉汉好号喝喝河河合合和和黑黑很很候候呼呼胡胡湖湖虎虎护护户户互互花花化化划划画画怀怀欢欢换换黄黄回回会会婚婚活活火火或或货货获获机机鸡鸡基基极极急急几几已已计计按按季季继继寄寄加加假假架架零零简简件件建建建建江江将将数数教教饺饺叫叫较较接接节节结结姐姐解解介介今今斤斤金金紧紧近近进进京京经经睛睛景景静静九九酒酒旧旧就就居居举举起举剧剧据据觉觉军军开开看看考考靠靠科科可可渴渴刻刻课课烤烤孔孔口口苦苦挟挟快快镜镜困困拉拉浪浪老老了了乐乐累累寒寒礼礼李李里里理理历历利利例例连连联联练练练练凉凉爽爽亮亮亮亮理理零零另另流流留留六六龙龙楼楼绿绿绿绿论论落落妈妈马马买买买买满满慢慢忙忙毛毛没没每每们们门门梦梦迷迷面面民民名名明明母母目目拿拿那那奶奶男男南南脑脑闹闹牛牛呢呢内内能能你你年年念念娘娘您您农作物物欧欧怕怕排排胖胖蹦蹦皮皮篇篇票票漂漂平平评评破破晋晋七七期期其其齐齐奇奇起起气气气气气气见见钱钱括括桥桥切切且且亲亲轻轻清清情情庆庆秋秋求求球球区区取取去去趣趣却却全全然然让让热热人人认认日日容容肉肉如如入入赛赛色色杀杀伤伤上上少少绍绍社社谁谁身身深深神神升升声声省省师师诗诗十十时时识识实实食食始始史史使使市市示示式式试试视视事事适适室室收收首首受受书书舒舒熟熟术术数数双双水水睡睡说说顺顺司司死死四四送送问问算算虽虽随随岁岁所所他他它它台台太太谈谈特特疼疼提提体体替替条条铁铁听听停停通通统统头头突突推推外外完完玩玩碗碗王王网网往往望望卫卫为为味味温温闻闻闻闻我我屋屋无无午午物物西西息息洗洗系系细细下下吓吓先先鲜鲜显现线线香香响响响响象象消消小小笑笑校校些些鞋鞋写写血血谢谢新新信信行行形形醒醒姓姓兴兴性性休休须须续续选选学学雪雪亚亚言言眼眼演演验验阳阳养养样样要要药药也也业业夜夜衣衣已已义义易易意意阴阴印印应应英英影影用用油油有有又又于于鱼鱼雨雨语语育育元元员员原原远远院院愿愿约约月月越越杂杂在在咱咱早早造造增增展展站站张张章章专专找找照照者者这这真真整整证证政政之之支支知知只只直直值值职职纸纸指指至至志志制制中中钟钟终终种种众众重重州州洲洲住住助助祝祝专专转转装装准准资资子子仔仔字字自自总总走走族族组组最最昨昨坐坐作作

Threshold of 1200 characters (exit Level C2)