

CONTENTS

CHARTER FOR CHINESE	4
LEVEL A1	4
<i>Communication skills</i>	4
Pinyin reproduction (Chinese phonetic alphabet).....	4
Listening comprehension.....	4
Spoken expression.....	4
Writing.....	4
Reading comprehension.....	5
Written expression.....	5
<i>Language tools</i>	5
Grammar.....	5
<i>Modes of evaluation</i>	5
Spoken expression.....	6
Written expression.....	6
Listening comprehension.....	6
Reading comprehension.....	6
<i>Mid-term assessment and final evaluation</i>	6
<i>Pedagogical materials</i>	7
Reference documents.....	7
LEVEL A2	8
<i>Communication skills</i>	8
Listening comprehension.....	8
Spoken expression.....	8
Writing.....	8
Reading comprehension.....	9
Written expression.....	9
<i>Language tools</i>	9
Grammar.....	9
<i>Modes of evaluation</i>	9
Spoken expression.....	9
Written expression.....	10
Listening comprehension.....	10
Reading comprehension.....	10
<i>Mid-term assessment and final evaluation</i>	10
<i>Pedagogical materials</i>	11
Reference documents.....	11
LEVEL B1	12
<i>Communication skills</i>	12
Listening comprehension.....	12
Spoken expression.....	12
Writing.....	12
Written expression.....	12
<i>Language tools</i>	12
Grammar.....	13
<i>Modes of evaluation</i>	13
Spoken expression.....	13
Written expression.....	13
Listening comprehension.....	13
Reading comprehension.....	13

<i>Mid-term assessment and final evaluation</i>	14
<i>Pedagogical materials</i>	14
Reference documents	14
LEVEL B2	15
<i>The four skills</i>	15
Listening comprehension	15
Spoken expression	15
Reading comprehension	15
Written expression	15
<i>Language tools</i>	15
Grammar	15
Vocabulary	16
Phonetics	16
<i>Modes of evaluation</i>	16
Spoken expression	16
Written expression	16
Listening comprehension	16
Reading comprehension	17
<i>Mid-term assessment and final evaluation</i>	17
Reference documents	17
LEVEL C1	18
<i>The four skills</i>	18
Listening comprehension	18
Spoken expression	18
Reading comprehension	18
Written expression	18
<i>Language tools</i>	18
Grammar	19
Vocabulary	19
Phonetics	19
<i>Modes of evaluation</i>	19
Spoken expression	19
Written expression	19
Listening comprehension	19
Reading comprehension	20
<i>Mid-term assessment and final evaluation</i>	20
Reference documents	20
LEVEL C2	21
<i>The four skills</i>	21
Listening comprehension	21
Spoken expression	21
Reading comprehension	21
Written expression	21
<i>Language tools</i>	21
Grammar	22
Vocabulary	22
<i>Modes of evaluation</i>	22
Spoken expression	22
Written expression	22
Listening comprehension	22
Reading comprehension	22
<i>Mid-term assessment and final evaluation</i>	22
Reference documents	23
APPENDIX	24

<i>Threshold of 155 characters (exit Level A1)</i>	24
<i>Threshold of 255 characters (exit Level A2)</i>	24
<i>Threshold of 355 characters (exit Level B1)</i>	24
<i>Threshold of 505 characters (exit Level B2)</i>	24
<i>Threshold of 805 characters (exit Level C1)</i>	25
<i>Threshold of 1200 characters (exit Level C2)</i>	25

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

"C'est du chinois pour tous" by Monique HOA (Edition You-Feng, Paris, 2008).

Reference documents

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https://www.ac-paris.fr/portail/jcms/p6_194144/le-cecrl-cadre-europeen-commun-de-reference-2

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.

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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

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Reference documents

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https://www.ac-paris.fr/portail/jcms/p6_194144/le-cecrl-cadre-europeen-commun-de-reference-2

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 “budan -erqie” structure.
- Potential complements.
- Directional complements.
- The "Lian ye / dou" structures.
- The passive voice.
- Guo with le.
- Complex verbal structures.

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

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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 shi de.
- 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**.

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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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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.

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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'er从而.
- Choice: ningke宁可 ye也.
- Progression: shangqie尚且 hékuàng何况.
- Hypothesis: tangshi倘使/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 (chéngyǔ, yànyǔ, xiéhouyǔ, suhwa).

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.

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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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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.
- Council of Europe/Les Editions Didier 2001.

https://www.ac-paris.fr/portail/jcms/p6_194144/le-cecrl-cadre-europeen-commun-de-reference-2

APPENDIX

Essential minimum thresholds of the 6 levels.

Threshold of 155 characters (exit Level A1)

八白百半杯北本笔不菜车吃出打大到的得地点电东懂都对多二法饭分高个给工贵国果
过还好喝和很红后花画话回会机几家间见叫今进九看可课口快来老了两六妈吗买卖毛么
没每美门们米面名明哪那男你年女七期前钱请去人日三上少谁什生师十时是手书水说四
他她太天听外晚为文问我五西下想小写心新星姓学样要也一以用有语元月在早怎这中字
走坐作

Threshold of 255 characters (exit Level A2)

爱八爸吧白百半办杯北本比笔边别病不菜茶长常唱车城吃出从打大到道的得地点电冬
东懂都对多儿二法饭方房飞分夫父刚高哥歌个给跟工古关馆贵国果过还孩海汉好喝和很
红后候花画话欢回会活火机几家间见叫今近进京九酒就觉开看可课口块快筷来老了累冷
李里两六妈吗买卖忙毛么没每美门们米面名明母哪那男南难呢能你年念您女朋票七期气
汽前钱亲请球去热人认日肉如三山商上少谁什生师十时识是手书水说思四岁他她太题天
跳听同图外完玩晚王网为文问我五午西喜下先现想小些写谢心新信星姓兴学样要也一以
意因影用友有又雨语远月在再早怎张这只知中重住子字走昨坐作

Threshold of 355 characters (exit Level B1)

爱八把爸吧白百班半办包报杯北本比笔边别病不才菜茶差长常场车城吃出春次从村打大代带但当到道的得地第
点电定冬东懂动都对多儿二发法饭方房放飞非份夫服父该干刚高告哥个各给跟更工公共古关馆广贵国果过
还孩海汉好号喝河和黑很红后候花化画话欢黄回会活火机几己家间见件讲叫较节今斤近进京经九久酒旧就觉开
看可刻课口块快筷来老了累冷离李里连凉两另六楼路妈马吗买卖慢忙毛么没每美门们米面民名明母哪那男南难
脑牛呢能你年念您农女怕朋票平七期其起气汽千前钱亲轻请区去然让热人认日肉如三山商上少谁身什生师十时
识实始市事是手书水说思四诉虽岁所他她它太题体天条听同头图外完玩晚万王为位文问我五午物西喜下先现想
向小笑校些写谢心新信星行姓兴学羊样要也一衣医已以意因应影用友有又雨语园远院月越在再早怎张找这着
真正只知中钟种重主住子字自走最昨坐作做

Threshold of 505 characters (exit Level B2)

啊爱安八把爸吧白百班半办帮包报杯北备被本比笔边变便表别并病不部才菜茶差产长常厂场唱车成城吃出初除
楚处穿传床春词此次从村错答打大代带但当到道的得等低底地第点电店定冬东懂动都读短对多饿儿而二发法反
饭方房放飞非费份份风封夫服父该干感刚高告哥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
河合和黑很红后候湖花化画话坏欢黄回会婚活火或机鸡极急几己记寄家假间见件江讲交教较叫较接街节结姐解
介界今斤金近进京经九久酒旧就决觉开看可渴刻课口块快筷况来老了累冷离礼李里理力连凉两辆亮零另六龙楼
路妈马吗买卖慢忙毛么没每美们米面民名明母目拿哪那男南难脑牛呢能你年念您农女欧怕旁胖跑朋皮片票品
平七期其奇骑起气汽千前钱亲轻清情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
实始市世视事是室收手首受书树双水睡说思死四送诉算虽岁所他她它太谈特提题体天条听同统头突图外完玩晚
万王网往忘望为位文问我无五午物西希息习洗喜系下夏先现相想向像消小笑校些写谢心新信星行姓兴休许学亚
言阳羊样要药也业夜一衣医已以意因音应影用友有又于鱼雨语园原远院愿月越在再咱早怎站张找照者这着真正
之只知纸中钟种重洲主住助祝准子字自总走租最昨坐作做

Threshold of 805 characters (exit Level C1)

啊爱安按八把爸吧白百拜班般板半办帮包保抱报杯北背备被本比笔必边变便遍标表别并病补不步部才财彩菜参
草层曾茶查差产长常厂场唱车成承城程吃出初除楚处穿传船窗床春词此次从村存错达答打大呆代带单但蛋当党
导到道的得灯等低底地弟第点典电店调掉定冬东懂动都独读度短段断队对多朵饿儿而二发法反饭方房访放飞非
费份份风封夫服福府父妇复富该改概干敢感刚高搞告哥歌格个各给根跟更工功公共狗够古故顾瓜挂怪关观官管
馆惯光广规鬼贵国果过还孩海害汉好号喝河合和何黑很恨红后候呼胡湖虎护户互花华化划画话怀坏欢环换黄回
会婚活火或货获机鸡积基及极级急几己计记技季济继寄加家假价架间简见件建健江将讲交教较角脚叫较接街节
结姐解介界今斤金仅紧近尽进京经睛精景境静九久酒旧就救居举句具剧据决觉军开看康考靠科可渴刻客课肯孔
口哭苦块快筷况困拉来浪劳老了乐类累冷离礼李里理力历利丽例连联脸练凉粮两辆亮凉量料林零领另流留六龙
楼路绿旅论落妈马吗买卖满慢忙毛么没每美们梦迷米面民名明命母目拿哪那奶男南难脑闹牛呢内能你年念娘
您农弄暖女欧怕排旁胖跑朋皮篇片票漂品平评破普七期
其齐奇骑起气汽器千前钱强墙桥切且亲青轻清情请庆穷秋求球区取去趣缺却确全然让热人认任日容肉如入赛三
色杀山伤商上少绍社谁身深神什升生声省师诗十时识实食始史使市示世式试视事是适室收手首受书舒熟术树数
双水睡说顺司思死四送诉算虽随岁所他她它台太谈特疼提题体替天条铁听庭停通同统头突图推外完玩晚碗万王
网往忘望卫为位味温文闻问我屋无五午物西希息习洗喜系细下吓夏先鲜显现线乡香相响想向象像消小笑校效些
鞋写血谢心新信星行形醒姓兴幸性休修须需许续选学雪亚呀言颜眼演验阳羊养样要药爷也业夜一衣医已以义艺
易意因阴音印应英影用由油有友又右于鱼与雨语育遇元员园原远院愿约月越运杂在再咱早造怎增展站张章丈招
找照着者这真整正证政之支知只直值职纸指至志治制中钟终种众重州周洲主住注助祝著专转装准桌资子仔字自
总走租足族组嘴最昨左坐作做

Threshold of 1200 characters (exit Level C2)

啊爱碍安岸按案暗傲八吧把爸罢霸白百摆败拜班般板办半帮包保报抱暴杯悲北备背倍被本逼比笔鄙必毕闭弊避
 边编便变遍辨标表别并病波剥播博薄补不布步部擦才材财裁彩菜参残藏操草测策层曾查茶察差产长尝常厂场
 唱超朝车称成承诚城乘惩程吃持耻赤充抽愁出初除处触穿传船串窗床创吹春纯词慈此次刺从聪凑粗促催脆村存
 错达答打大呆代带袋戴单担但弹蛋当挡党档导倒到道得德的灯等低底地弟帝第典点电店调掉顶订定丢东冬懂动
 都斗督毒读独堵度端短段断堆队对顿多夺恶饿恩儿而耳二发罚法翻凡范繁反犯饭方防妨房访放飞非废费分奋丰
 风否夫服福辅腐父付妇负附复副富该改概干甘赶敢感刚高搞告哥歌革格隔个各给根跟更工公公攻供宫共构够姑
 古股鼓固故顾怪关观官馆管惯光广规鬼柜贵国果过孩海害含寒喊汉汗航好号喝合何和河核黑很狠恨红后厚候呼
 忽胡湖虎互户护花华滑化划画话怀坏欢还环缓换慌黄荒回悔会婚活火伙或货获祸惑击机迹积基绩激及级即极急
 集几己计记纪技际季既济继寄加家价架假坚间兼监减检简见件建贱健浙江将讲奖降交角饺脚叫较教阶接街节杰
 洁结姐解介界借今斤金仅紧尽近进禁京经惊睛精景警竞竟敬境静镜究九久酒旧救就居局举句拒具剧据聚卷决绝
 觉军均卡开看康抗考烤靠科可渴克刻客课肯空孔恐控口哭苦库酷夸跨块快宽款况困拉辣来赖懒浪劳牢老乐泪类
 累冷离礼李里理力历历立丽利例连伶联脸练良凉粮两亮谅辆量了料林临零领令另流留六龙楼露陆录路律虑率
 绿乱略论落妈麻马码骂吗埋买卖满慢慢忙毛冒贸貌么没每美妹们梦迷谜米秘密免面民敏名明命末默谋某母
 木目拿哪内那奶耐男南难恼闹呢嫩能你年念娘您宁农弄努怒女暖欧偶怕拍排牌派判旁跑朋碰批皮片偏篇骗漂
 飘票拼贫品平评凭破普铺七期欺其奇骑企启起气汽器恰千签前钱强墙抢桥瞧巧切且亲勤青轻清情晴请庆穷秋求
 球区趋取去趣全权缺却确群然让扰热人忍认任扔仍日容融肉如入软若弱赛三散扫色杀沙山善伤商上烧少绍舍设
 社身深神甚升生声省胜盛剩失师诗施十什石时识实食史使始士世市示式事势视试室是适收手守首受书殊舒输熟
 属术束树数刷耍双谁水税睡顺说司私思死四似松送诉肃素速宿塑酸算虽随岁缩所她他它台太态贪谈糖套特疼腾
 提题体天填挑条跳铁厅听庭停挺通同统痛偷头投突图土团推退外完玩晚万亡王网往忘望危威微为围违唯防卫未
 位味胃喂慰温文闻稳问我握污屋无五午武舞务物误西吸希息习席洗喜戏系细下吓夏先鲜闲显险现线限献乡相香
 响响向项象像消销小孝效校笑些协鞋写谢心欣新薪信兴星行形型醒姓幸性雄休修羞秀须虚需许续宣选学雪血寻
 训压呀雅亚烟严言研颜眼演厌验阳洋养样腰摇药要爷也野业夜一衣医依宜移遗疑已以椅义艺议易益意因阴音银
 引饮隐印应英迎影硬永勇用优由油游友有又右幼于余鱼与雨语玉育预遇元员园原源远院愿约月越云运杂再在咱
 赞脏遭早造则责怎增债展占战站张章涨丈招找照折者这真争整挣正证政之支只知执直值职止纸指至志制治质智
 置中忠终钟种众重周洲逐主住助注祝著筑抓专转装状准桌着资子字自总走租足族组祖嘴最罪尊遵昨左作坐座做