

HSK 2

Level Description

The HSK 2 examination measures the extent to which candidates are able to use the Chinese language at a basic level in everyday communication situations. This level corresponds to Level 2 of the *Chinese Language Proficiency Scales for Speakers of Other Languages* and to Level A1 of the *Common European Framework of Reference for Languages (CEFR)*.

Candidates who successfully pass the HSK 2 examination are able to communicate simply and directly in Chinese in everyday situations, thereby acquiring more confident basic-level Chinese language skills.

Who is this examination recommended for?

The HSK 2 examination is intended for learners who have studied Chinese for two semesters (one academic year), with 2–3 lessons per week, and have mastered the 500 most frequently used words and the corresponding basic grammatical structures.

Information about sample tasks, grammar and vocabulary is available at the following link:

[HSK 2 on the only official platform for practising HSK tests](#)

Examination Description

The HSK 2 examination consists of a total of 60 questions and is divided into three sections: Listening, Reading and Writing. The total examination time is approximately 60 minutes, including 5 minutes for completing personal information.

Exam Section		Questions		Duration (minutes)	Maximum score
Listening	Part 1	5	25	aprox. 20 min.	100
	Part 2	10			
	Part 3	10		aprox. 5 min	
Answer sheet					
Reading	Part 1	5	25	aprox 25 min.	100
	Part 2	5			
	Part 3	10			
	Part 4	5			
Writing	Part 1	5	10	aprox 10 min.	100
	Part 2	5			
Total		60		60	300

Candidates receive separate scores for the Listening, Reading and Writing sections, as well as an overall score. The maximum possible score is 300 points, and a minimum score of 180 points is required to pass the examination. The result is valid for two years from the date of the examination.

Listening	Part 1 (5 questions)	Determine whether the expression you hear corresponds to what is shown in the picture.
	Part 2 (10 questions)	Select the picture that corresponds to the sentence you hear.
	Part 3 (10 questions)	Select the answer that corresponds to the short passage and question you hear.
Reading	Part 1 (5 questions)	Select the picture that corresponds to the sentence.
	Part 2 (5 questions)	Select the appropriate word to complete the sentence.
	Part 3 (10 questions)	Select the two sentences that are logically related.
	Part 4 (5 questions)	Based on the text, select the correct answer to the question.
Writing	Part 1 (5 questions)	Based on the given words, select the appropriate Chinese character components to form the correct Chinese character.
	Part 2 (5 questions)	Write the correct Chinese character corresponding to the given pinyin.

Topics

1. Personal Information

- Understand simple questions about basic personal information asked at social gatherings, during games and in similar situations, as well as simple introductions containing such information, for example information concerning physical appearance, clothing, birthdays, identity/status, habits, interests, place of origin, etc.
- Be able to ask about basic personal information in the above-mentioned situations and answer simple questions concerning such information.
- Be able to briefly introduce the above-mentioned basic personal information.
- Understand the basic personal information mentioned above in application forms, questionnaires, CVs and similar materials.
- Be able to provide their own or their family members' names, ages, birthdays and other basic personal information on the above-mentioned forms.

2. Information about Events

- Understand simple questions about events in everyday life and simple descriptions of the basic circumstances of events, such as the people involved, time, manner, location, reasons, changes and circumstances.
- Be able to ask family members, friends, classmates, etc. about the basic circumstances of events and answer simple questions about events in everyday communication.
- Be able to briefly describe the basic circumstances of an event to others.
- Understand sentences and short texts with simple structures that provide information about events, their causes and changes.
- Be able to provide simple information, such as times and spatial directions/locations, on event calendars, picture books and similar materials.

3. Information about Objects

- Understand simple questions about objects at home, in supermarkets, at school, in bookstores and in similar situations, as well as simple descriptions of commonly used objects, including their names, colours, quantities, locations, characteristics and differences from other objects.
- Be able to ask family members, friends, classmates, etc. about the basic characteristics of everyday objects and answer simple questions concerning objects in everyday communication.
- Be able to give a simple description of an object's characteristics, for example by briefly describing its properties and comparing it with other objects.
- Understand the names of common objects encountered in everyday situations, as well as simple descriptions concerning their colours, quantities, differences, etc.
- Be able to provide the names, quantities and other simple information about common objects on event calendars, object labels and similar materials.

4. Basic Weather Conditions

- Understand simple questions in everyday communication about whether the weather is good or bad, cloudy or clear, and whether the weather is pleasant, as well as simple descriptions of the weather in a particular place.
- Be able to ask about the weather conditions in a particular place, whether it is cloudy or clear, and whether the weather is pleasant, and be able to answer simple questions about the weather.
- Be able to briefly describe the weather conditions in a particular place and simply express their preferences regarding the weather.
- Understand simple descriptions of the weather in a particular place, such as comparisons between hot and cold weather and information about cloudy or clear weather.

5. Describing a Particular Place

- Understand simple questions asked by family members, friends, classmates, etc. about schools, new homes, railway stations/stations and other environments or locations, as well as simple descriptions of such environments or locations, for example information concerning distance and location.
- Be able to ask for simple information about a particular environment or location and answer simple questions about them.
- Be able to briefly describe the characteristics of a particular environment or location.
- Understand simple written descriptions of the above-mentioned characteristics of an environment or location.

6. Everyday Communication

- After greetings, during holidays, when accepting someone's help, when having caused someone inconvenience, and when saying goodbye to friends, understand polite expressions used by others and respond politely, for example through simple greetings, good wishes, thanks, apologies or farewells.
- Understand simple questions or requests from others in situations such as travelling or setting off, social gatherings, going to school or working, and be able to make simple requests or ask simple questions. For example, be able to ask for help, politely discourage or prevent someone from doing something, make a choice, make a suggestion or give someone a gift.
- Understand simple expressions of other people's opinions, feelings or moods concerning objects or things, and be able to simply express their own opinions, feelings or moods, for example whether they think something is good, whether they find something pleasant or whether they are happy about something.
- Understand simple good wishes and expressions of thanks found on greeting cards, SMS messages and similar materials, for example: “Happy New Year!” (新年快乐), “May every day be happy!” (快乐每一天), and “Thank you very much!” (谢谢您).

7. Everyday Eating Habits

- Understand simple questions about eating habits and eating circumstances in everyday communication, as well as simple descriptions of them, for example information concerning food preferences, regularity of daily meals, restaurant preferences, opinions about food and cooking skills.
- Be able to ask others for simple information about their eating habits and meals and answer simple questions concerning them.
- Be able to briefly describe their own eating habits, eating circumstances, cooking skills, etc.
- With the help of pictures, understand simple information on menus, as well as simple information concerning food preferences and eating circumstances.

8. Travel and Transportation

- Understand simple questions asked by others when requesting directions and be able to give directions; be able to ask others for directions and understand simple directions given by them, including information about direction of travel, location, route, travel time, means of transportation, etc.
- Understand simple questions about travel plans and travel experiences asked by others, as well as simple descriptions of them, including information about itineraries, purposes, ticket purchases, means of transportation, experiences, etc.
- Be able to briefly describe their own or their family members' travel plans and travel experiences.
- Be able to identify basic information concerning a destination on road signs, stop signs and maps, such as directions, locations and transportation options.
- Understand simple written descriptions of travel and transportation situations.

9. Product Information

- Understand simple descriptions of goods given by sellers, family members, friends, etc., such as the product name, colour, quantity, price, differences from other products and evaluations of product quality; also understand simple accounts given by family members, friends, etc. about choosing and purchasing products.
- Be able to briefly describe the above-mentioned characteristics of a product to sellers, family members, friends, etc.
- Be able to communicate simply about the price, characteristics, etc. of a particular product.
- Understand simple written texts describing products, such as their names, prices, characteristics and evaluations.
- Be able to write down the above-mentioned basic information about products.

10. Illness and Visiting Sick People

- Understand simple questions asked by family members, friends, classmates, doctors, etc. concerning illness, medical treatment and taking medication, as well as simple descriptions of these topics, including information about health condition, well-being, causes of illness, medication, medical instructions, etc.
- Be able to ask family members, friends, classmates, etc. for simple information concerning illness, medical treatment and taking medication, and answer simple questions about these topics.
- Be able to briefly describe their own illness, medical treatment and medication situation.
- If a relative or friend is ill, be able to inform them of plans to visit, express sympathy simply and offer advice.
- Understand basic information on medical prescriptions, such as how frequently a medicine should be taken.

11. Leisure Activities

- Understand simple questions asked by others about everyday leisure activities and simple descriptions of such activities, including travelling, using the internet, dancing, running, ball games, etc.
- Be able to ask family members, friends, classmates, etc. for simple information about their everyday leisure activities and related plans; be able to answer simple questions about their own, their family members' or their friends' leisure activities and plans.
- Be able to briefly describe their own everyday leisure activities, plans, etc.
- Understand simple descriptions of other people's everyday leisure activities, such as the name, time and programme of an activity.
- Be able to provide the time and other basic information about their own or their family members' leisure activities.

12. Everyday Family Life

- Understand simple descriptions given by family members, friends, etc. concerning family relationships and family activities, such as information about family members, their birthdays, lifestyles and habits, and the division of household chores.
- Be able to briefly describe their own family's relationships and everyday activities based on the aspects mentioned above.
- Understand simple descriptions of family relationships and family activities.
- Be able to briefly describe their own family's relationships and everyday activities based on the aspects mentioned above.
- Understand simple descriptions of family relationships and family activities, such as family members, their dates of birth, lifestyles and habits, and the division of household chores.
- Be able to complete the key information in a table describing everyday family activities, such as who does what and when.

13. Studies and Study Experiences

- Understand simple questions asked by classmates, teachers or family members about basic study circumstances and study experiences, as well as simple descriptions given by classmates, friends, etc. concerning such topics as the allocation of study time, academic results, commonly used learning materials, classroom activities, examination procedures, learning methods, the school they attend or attended, the time spent there and the level of education.
- Be able to ask classmates, friends, etc. for simple information about everyday studies and study experiences and answer simple questions about these topics.
- Be able to briefly describe the above-mentioned information about their own studies and study experiences to teachers, classmates, family members, etc.
- Understand basic information related to the above-mentioned topics in study plans.

14. School and Extracurricular Activities

- Understand simple questions asked by classmates, teachers, friends, family members, etc. about school and extracurricular activities; understand simple descriptions of school circumstances and extracurricular activities, including information about the school environment, classrooms, students, and the programmes and organisation of extracurricular activities.
- Be able to ask classmates, teachers, friends, etc. for simple information about school and extracurricular activities; be able to answer simple questions asked by friends, family members, etc. about school and extracurricular programmes.
- Be able to briefly introduce their own school and provide information about extracurricular activities.
- Understand simple descriptions of the above-mentioned situations.

15. Workplace

- Understand simple questions asked by family members, colleagues, friends, etc. about work and occupations, as well as simple descriptions of other people's work and occupations, including where they work, what their work environment is like, when they work, how they feel about their work and what they think about their occupation.
- Be able to ask others for simple information about their work and occupation and answer simple everyday questions about work and occupations.
- Be able to briefly describe their own work and occupation, as well as those of family members, friends, etc., including when and where they work and what their current work is like.
- Understand the above-mentioned simple information concerning work and occupations in work logs, personal profiles and similar materials.
- Be able to write simple information related to work and occupations, such as times and locations.

16. Chinese New Year and Traditional Foods

- Understand simple questions asked by family members, classmates, friends, etc. about Chinese New Year, as well as simple descriptions of Chinese New Year, including when it takes place, what people eat during the festival, whether the celebration is enjoyable and what expressions are used to offer New Year greetings.
- Be able to ask family members, classmates, friends, etc. for simple information about Chinese New Year and answer simple questions from others about the festival.
- Be able to briefly introduce basic information about Chinese New Year, such as the date on which it falls in a particular year, whether the celebration is enjoyable, the use of the expression “Happy New Year!” (过年好), and the tradition of eating dumplings (饺子).
- Understand the above-mentioned simple descriptions of Chinese New Year.

- Be able to write simple New Year greetings related to Chinese New Year, such as “Happy New Year!” (过年好).

17. Use of Chinese Forms of Address

- Understand Chinese forms of address used by others in everyday conversations, such as forms of address like “Mr Wang” (王先生).
- Be able to appropriately use Chinese forms of address in everyday conversations, for example:
 - **Surname + occupation/title:** 张老师 — “Teacher Zhang”
 - **Surname + kinship term:** 张爷爷 — “Grandpa Zhang”
- Understand Chinese forms of address appearing at the beginning of notes, greeting cards and letters.