

# **HSK 5**

## **Level Description**

The HSK Level 5 examination assesses candidates' Chinese language proficiency at Level 5 of the *Chinese Language Proficiency Standards for Speakers of Other Languages*, as well as at B2 level according to the *Common European Framework of Reference for Languages (CEFR)*.

Candidates who successfully pass the HSK Level 5 examination are able to read Chinese-language newspapers and magazines, enjoy Chinese films and television programmes, and give relatively coherent and detailed presentations in Chinese.

## **Who is this examination recommended for?**

The HSK Level 5 examination is recommended for candidates who have studied Chinese for more than two years, for 2–4 hours per week, and have mastered the 3,600 most frequently used words, together with the corresponding grammatical knowledge.

**For information concerning sample tasks, grammar, and vocabulary, please refer to the link provided in this document.**

<https://www.hskmock.com/new-hsk/tests?level=new-hsk5>

## **Examination Structure**

The HSK Level 5 examination consists of 72 questions and is divided into three sections: Listening, Reading, and Writing. The total examination time is approximately 110 minutes, including 5 minutes for completing personal information.

|              |        | Questions |    | Duration<br>(minutes) | Maximum score |
|--------------|--------|-----------|----|-----------------------|---------------|
| Listening    | Part 1 | 19        | 35 | aprox. 35 min.        | 100           |
|              | Part 2 | 16        |    |                       |               |
| Answer sheet |        |           |    | aprox. 5 min          |               |
| Reading      | Part 1 | 10        | 35 | aprox 45 min.         | 100           |
|              | Part 2 | 10        |    |                       |               |
|              | Part 3 | 15        |    |                       |               |
| Writing      | Part 1 | 1         | 2  | aprox 40 min.         | 100           |
|              | Part 2 | 1         |    |                       |               |
| Total        |        | 72        |    | 110                   | 300           |

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

|                  |                          |                                                                                                        |
|------------------|--------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Listening</b> | Part 1<br>(19 questions) | Select the answer that matches the dialogue and question you hear.                                     |
|                  | Part 2<br>(16 questions) | Select the answer that matches the content and question you hear.                                      |
| <b>Reading</b>   | Part 1<br>(10 questions) | Based on the context, select the most appropriate answers to fill in the blanks and complete the text. |
|                  | Part 2<br>(15 questions) | Arrange the given paragraphs in the correct order.                                                     |
|                  | Part 3<br>(10 questions) | Select the correct answer to the question based on the text.                                           |
| <b>Writing</b>   | Part 1<br>(1 questions)  | Write a short passage based on the image content and the text requirements.                            |
|                  | Part 2<br>(1 questions)  | Write an essay based on the given topic.                                                               |

## **Topics**

### **1. Communication and Everyday Administrative Matters**

- Can understand more complex questions and information related to administrative procedures and requests for assistance in everyday life. This includes, for example, information provided by administrative staff when dealing with customs procedures, postal services and delivery, insurance matters, payment of utility and other bills, as well as legal, media-related, police-related, or everyday-life assistance.
- Can communicate relatively fluently in the above-mentioned administrative or help-seeking situations, explain their own circumstances, ask questions, request assistance or administrative services, and discuss how to resolve a problem.
- Can relatively fluently describe their own experiences related to administrative procedures or requests for assistance encountered in everyday life.
- Can understand general texts describing such administrative or help-seeking experiences, as well as general rules, information notices, and notifications encountered during administrative procedures, such as utility bills or basic descriptions of insurance services.
- Can briefly describe their own experiences with administrative procedures or requests for assistance and explain the circumstances related to them.

### **2. Gastronomic Experiences**

- Can understand more complex questions and information concerning dining experiences in everyday conversations. For example, can understand information about the types and styles of restaurants, dietary restrictions, and recommendations concerning food choices; can understand conversations about individual tastes, eating habits, and ways of consuming and preparing food; and can understand information concerning the preparation of fast food, the selection of ingredients, and cooking methods. Can also understand conversations about dining experiences at markets, night markets, pedestrian streets, and other locations.

- Can communicate relatively fluently with others about the above-mentioned food-related topics and describe their own experiences, feelings, and opinions.
- Can understand general texts concerning dining experiences, such as descriptions of the characteristics of a restaurant, recommendations concerning food choices, the ingredients, taste, consumption, and preparation of special dishes, as well as descriptions of dining experiences in different environments.
- Can briefly describe their own experiences and feelings related to food and dining.

### **3. Transportation and Travel**

- Can understand more complex questions and information concerning transportation and travel in everyday conversations. This includes, for example, the use of means of transportation, the transportation and storage of goods, the movement of vehicles and ships, as well as journeys, impressions of travelling, and driving conditions.
- Can communicate relatively fluently with others about the above-mentioned transportation and travel topics and describe their own experiences and feelings.
- Can understand general texts concerning transportation and travel situations and travel experiences.
- Can briefly share their own travel experiences and the feelings associated with them.

### **4. Shopping Experiences**

- Can understand questions asked by sellers and information provided by them concerning product selection, consumption, and more complex shopping situations. This includes, for example, product brands, purposes, quality, after-sales services, shopping experiences, methods of consumption, purchasing channels, and promotional or discount opportunities.

- Can communicate relatively fluently with others about topics related to product selection and consumption.
- Can understand general informational texts concerning product selection and consumption, such as product descriptions, user manuals, promotional advertisements, and texts describing shopping experiences.
- Can briefly share their own shopping experiences.

## **5. Health and Medical Care**

- Can understand more complex questions and information concerning physical injuries, illnesses, medical care and examinations, mental health, and attitudes toward health in everyday conversations. This includes injuries and illnesses and their symptoms; first aid, diagnosis, and treatment; mental health and manifestations of psychological difficulties; as well as physical condition, basic knowledge and attitudes concerning health, and methods of disease prevention.
- Can relatively fluently describe their own situation concerning the above-mentioned topics, communicate with others, and express their own opinions.
- Can understand general texts on health and medical topics, such as personal accounts of injuries, first-aid information, ways of maintaining mental health, and information concerning disease prevention.
- Can briefly share their own experiences and feelings concerning health and medical topics.

## **6. Discussing Leisure Activities**

- Can understand more complex statements in everyday conversations concerning leisure activities, related experiences, and personal impressions of different aspects of life. This includes, for example, outdoor sports, handicrafts, photography, travel and holidays, visiting exhibitions, as well as personal thoughts and experiences concerning everyday life and the meaning of life.

- Can relatively fluently describe their own leisure activities and related experiences, as well as their thoughts and insights concerning everyday life.
- Can understand general texts describing leisure activities, as well as general writings concerning everyday life or lessons learned from life.
- Can briefly describe their own leisure activities and express their feelings and thoughts concerning everyday life.

## **7. Situations Related to Community Life**

- Can relatively fluently describe situations heard about or experienced in community life, communicate with others, and discuss various issues related to community life.
- Can understand general texts describing the above-mentioned situations in community life, as well as general notices, announcements, terms of service, etc. related to community life.
- Can briefly share their own experiences in community life and inform another party by email about matters they would like to inquire about or problems they have encountered.

## **8. Family Life**

- Can understand more complex descriptions, discussions, and conversations in everyday life concerning home life, family activities, and family problems, as expressed by family members, friends, and others. This includes, for example, household equipment, furniture, and household appliances; wedding-related activities and parent-child activities; as well as family values, family relationships, and family responsibilities.
- Can relatively fluently describe the above-mentioned family situations that they have heard about or experienced, communicate with others about them, and express their own opinions.
- Can understand general descriptive and analytical texts concerning home life, family activities, and family problems.
- Can briefly describe their own experiences related to family activities and express their opinions on family problems.

## **9. School Studies**

- Can understand questions asked and information provided by fellow students concerning courses, education, academic experiences, and learning experiences during homeroom classes, experience-sharing sessions, and similar situations. This includes, for example, curricula, course content, textbooks, and subjects; classroom activities, educational requirements, and teaching methods; as well as experiences related to writing, giving presentations, conducting experiments, writing a thesis or academic paper, and obtaining certificates and qualifications; in addition to learning objectives, learning methods, and learning experiences.
- Can relatively fluently describe their own academic situation, communicate with fellow students about the above-mentioned topics, and express their own opinions.
- Can understand general texts describing fellow students' academic situations, as well as presentation materials concerning academic reports.
- Can briefly describe their own studies, such as their learning experiences, academic plans, or achievements.

## **10. Experiences and Life at University**

- Can understand questions asked and information provided by fellow students and teachers about university programmes and university life during experience-sharing sessions and similar situations organised by relevant university departments or student organisations. This includes, for example, promoting student organisation programmes, sharing university experiences, organising student activities, and information about programmes of study and lectures; as well as situations involving university administration, accommodation and dining options, and studies at a faculty or department.
- Can relatively fluently describe their own experiences concerning university programmes, communicate with other students about the above-mentioned topics, and express their own opinions.
- Can understand general texts concerning experiences and impressions of university life, as well as posters for university programmes.

- Can briefly share their own experiences and impressions concerning university programmes and create a poster presenting a university programme.

## **11. Educational Situations and Problems**

- Can understand more complex questions, information, and opinions expressed by others in everyday conversations concerning family upbringing, school education, social education, vocational education, and other areas of education. This includes, for example, attitudes toward education, educational methods, and educational problems.
- Can relatively fluently describe situations they have experienced or learned about concerning family upbringing, school education, social education, and vocational education, and express their own opinions on educational problems.
- Can understand general texts concerning the above-mentioned educational situations and problems.
- Can briefly describe their experiences concerning the above-mentioned educational situations and problems and express their own opinions.

## **12. Occupations and Work Experiences**

- Can understand more complex questions asked and information provided by colleagues concerning occupations, work tasks, and work experiences in everyday conversations. This includes, for example, workplace projects, business activities, work plans, and the progress of work processes, as well as experiences concerning internships, resignation, termination of employment, unemployment, and retirement.
- Can relatively fluently describe work-related content they have become familiar with and related work experiences, and exchange opinions with others.
- Can understand general texts concerning the above-mentioned work-related content and experiences, as well as short workplace reports and accounts.

- Can briefly describe their own or other people's work tasks and work experiences and express their own opinions.

### **13. Business Activities and Management**

- Can understand more complex questions asked and information provided by colleagues concerning teamwork, personnel management, and other business and management issues in everyday conversations. This includes, for example, ideas concerning starting a business and the process involved; methods and processes of teamwork; employee training, recruitment, and hiring; the composition of the workforce; as well as salaries and other benefits.
- Can relatively fluently describe situations they have learned about concerning teamwork, personnel management, and the operation and management of businesses, and exchange opinions with others.
- Can understand general texts concerning teamwork, personnel management, and the operation and management of businesses.
- Can briefly describe their own or other people's experiences concerning teamwork, personnel management, and similar areas and express their own opinions.

### **14. The Environment**

- Can understand information provided by friends, experts, guides, or tour guides, for example during educational lectures, museum visits, and similar situations, concerning natural resources, geographical conditions, natural phenomena, laws of nature, and flora and fauna. This includes, for example, natural resources such as water resources and gold; deserts, land areas, rivers, and other landforms; unusual weather and climate phenomena such as heavy rainfall and snowfall; certain natural laws; and plants and animals such as mice, rabbits, insects, monkeys, elephants, and bamboo.
- Can relatively fluently present the most important information they have learned about the above-mentioned natural phenomena and conditions to others.

- Can understand general educational texts concerning the above-mentioned natural topics and news reports about events.
- Can briefly describe the natural phenomena and conditions they have learned about.

## **15. Environmental Problems**

- Can understand general news reports concerning environmental problems related to urban and rural environments and environmental protection, as well as the content of conversations about environmental problems. This includes, for example, the impact of human activities on the environment; changes in people's living environments and in urban and rural environments; as well as environmental pollution, environmental protection, and environmental management.
- Can relatively fluently present the most important information they have learned about the above-mentioned environmental problems, communicate with others, and express their own opinions.
- Can understand general news reports and educational texts concerning the above-mentioned environmental problems.
- Can briefly describe environmental problems they have learned about and express their own opinions.

## **16. Technology**

- Can understand general descriptions of the development and application of technological products related to everyday life in everyday conversations. This includes, for example, the introduction of robots, internet live-streaming technology, and certain smart products.
- Can relatively fluently present the most important information they have learned about the development and application of the above-mentioned technological products, communicate with others, and express their own opinions.

- Can understand general news reports and educational texts concerning the development and application of the above-mentioned technological products.
- Can briefly describe certain technological products related to everyday life that they have learned about.

## **17. Scientific Knowledge**

- Can understand the main content of presentations of general scientific knowledge and research findings in everyday conversations. This includes, for example, basic scientific knowledge related to everyday life, educational information from different fields of science, and the processes and results of scientific experiments.
- Can relatively fluently present the most important content of the scientific knowledge and research findings they have learned about, communicate with others, and express their own opinions.
- Can understand general texts presenting the above-mentioned scientific knowledge and research findings.
- Can briefly describe certain scientific knowledge and research findings related to everyday life that they have learned about.

## **18. General Introduction to China**

- Can understand general descriptions of China's overall situation in everyday conversations, such as its administrative divisions, population, and characteristics of a particular period. This includes, for example, the levels of administrative divisions, major provinces and cities, the general situation of the country's ethnic groups, and information concerning the population's educational attainment and educational situation.
- Can understand phenomena characteristic of a particular period concerning the social status and social perception of different social groups and the mental and emotional state of the population.
- Can relatively fluently present to others the above-mentioned information about China's general situation that they have learned about.

- Can understand the relevant general content of articles concerning China's general situation.
- Can briefly present information they have learned about China's general situation and express their own opinions.

## **19. Economy**

- Can understand the main content of descriptions of business activities, economic development, and other economic phenomena in everyday conversations and news reports. This includes, for example, the situation of particular products; trade fairs, business cooperation, and product promotions; the current situation of individual industries; business development; current economic topics; and future trends.
- Can relatively fluently present the most important information they have learned about the above-mentioned economic phenomena, communicate with others, and express their own opinions.
- Can understand the main content of news reports concerning the above-mentioned economic phenomena.

## **20. Sports and Sporting Events**

- Can understand more complex descriptions of sports, sporting events, and famous athletes in everyday conversations. This includes, for example, descriptions of the characteristics of sports such as the high jump and long jump; the venue and circumstances of a particular sporting event, refereeing, and opening and closing ceremonies; as well as the life stories, achievements, social status, and influence of famous athletes.
- Can relatively fluently describe sports, sporting events, and stories about athletes that they have learned about, and communicate and exchange ideas with others about them.
- Can understand general texts describing the above-mentioned sports, sporting events, and famous athletes.
- Can briefly describe a sport or sporting event they have learned about, or the life story and achievements of a famous athlete.

## **21. Events Related to International Relations**

- Can understand more complex descriptions of events related to international friendship and cooperation, or news reports about such events, in everyday life. This includes, for example, stories of international friendship, international friendship visits, and cases of international cooperation.
- Can relatively fluently present events related to international friendship and cooperation that they have learned about and communicate with others about them.
- Can understand general news reports and stories concerning the above-mentioned events related to international relations.
- Can briefly describe a story about international friendship or cooperation that they have learned about.

## **22. The Chinese Language and Writing System**

- Can understand the main content of descriptions given by friends, presenters, and others in everyday conversations, cultural programmes, and lectures concerning Chinese folk sayings, idioms, proverbs, famous quotations, and linguistic phenomena. This includes, for example, the meanings and origins of idioms and proverbs, as well as characteristics of Chinese pronunciation, vocabulary, and grammar and the characteristics of Chinese characters.
- Can relatively fluently introduce some common Chinese folk sayings, idioms, proverbs, famous quotations, and linguistic phenomena.
- Can understand general texts presenting or interpreting some common Chinese folk sayings, idioms, proverbs, famous quotations, and linguistic phenomena.
- Can briefly introduce a Chinese folk saying or idiom they have learned about, or explain their own interpretation of characteristics of the Chinese language and writing system.

## **23. Chinese Folk Traditions and Cultural Attractions**

- Can understand the most important information presented by Chinese friends, teachers, and speakers about Chinese folk traditions and cultural attractions during cultural experience programmes, culture-related classes, and lectures. This includes, for example, local gastronomy and regional differences in food; the Dragon Boat Festival (端午节), the Double Ninth Festival (重阳节), and other traditional festivals and customs; folk legends; the everyday lives of people who lived in earlier periods; as well as famous attractions and historical sites.
- Can relatively fluently present important elements of the above-mentioned Chinese folk traditions and cultural characteristics and communicate and exchange ideas with others about them.
- Can relatively fluently present important elements of the above-mentioned Chinese folk and cultural traditions and share their own interpretations and feelings about them with others.
- Can understand the main content of general texts describing the above-mentioned traditional Chinese folk and cultural customs.

## **24. Traditional Chinese Thought and Art**

- Can understand the most important information presented by Chinese friends, teachers, and speakers about traditional Chinese thought and the arts during cultural experience programmes, culture-related classes, and lectures. This includes, for example, the ideas, famous sayings, and works of widely known ancient Chinese thinkers, as well as calligraphy, Chinese painting, traditional Chinese music, traditional performing arts, martial arts, and handicrafts.
- Can relatively fluently present important elements of the above-mentioned traditional Chinese thought and arts and share their own interpretations and feelings about them with others.
- Can understand the main content of general texts presenting traditional Chinese thought and arts.

## **25. Chinese History**

- Can understand the most important information presented by Chinese friends, teachers, and speakers about historical figures and historical events in China during culture-related classes, lectures, and everyday conversations. This includes, for example, the causes, course, and consequences of historical events, as well as the background, stories, and historical roles of historical figures.
- Can relatively fluently recount the stories of certain ancient Chinese historical figures and historical events and share their own interpretations and feelings about them with others. This includes, for example, major historical events of the Tang and Song dynasties, as well as the history of the construction of the Great Wall of China.
- Can understand the main content of general texts presenting Chinese historical figures and historical events.

## **26. Ancient Chinese Science and Technology**

- Can understand the most important information presented by Chinese friends, teachers, and speakers about ancient Chinese scientific and technological achievements, ancient scientific thought, and the lives and work of ancient Chinese scholars during culture-related classes, lectures, and everyday conversations. This includes, for example, achievements of traditional Chinese medicine; scientific, technological, and agricultural achievements; traditional approaches to health; as well as the achievements of ancient scholars and their later influence.
- Can relatively fluently present certain ancient Chinese scientific and technological achievements, elements of ancient scientific thought, and the lives and work of ancient Chinese scholars, and share their own interpretations and feelings about them with others.
- Can understand the main content of general texts presenting ancient Chinese scientific and technological achievements, ancient scientific thought, and ancient Chinese scholars.