

Notes

HSK · HSK · HSK 3

Hsk3

HSK: explicit legacy / 3.0 transition

Official new syllabus: published November 2025, states implementation July 2026. Official worldwide launch notice: 13 December 2026. Confirm the booked session version with the test centre. Acquired HSK3_yj samples are legacy. The distinct HSK 3.0 written/oral sample members and audio are now archived with hashes. Teach the reviewed new tasks separately; confirm the booked version and preserve existing grammar lessons. Full vocabulary/character coverage remains in progress.

Official scope: <https://hsk.cn-bj.ufileos.com/3.0/%E6%96%B0%E7%89%88HSK%E8%80%83>

2 · Listening for corrections, reasons and final decisions

- Before hearing a dialogue, identify the requested fact: time, place, reason, attitude or action.
- 本来、后来、但是 and 改 signal a change. Keep a small mental record of the original and final detail.
- 不用、还没 and 不再 negate different things. Listen to the complete phrase before deciding.
- Local scripts are original teacher-read practice. Legacy HSK 3 audio sections are not proof of the HSK 3.0 listening task inventory.

Checked example

Teacher script: “我本来想星期五去看你，但是那天要上课，所以改成星期六上午。” Final visit: Saturday morning. Reason: class on Friday. The first day heard is not the final plan.

Common error

Do not turn reading a transcript into a listening score. Hide the script and deliver it twice before review.

6 · Word order and complete event sentences

- An ordinary event often uses subject, time, location, verb and object. The exact order depends on focus and construction.
- A 把 sentence foregrounds a definite affected object. The verb usually has further result, direction or other completion information.
- Keep negation and modal verbs in their appropriate place before 把: 我没把书放在桌子上。
- Legacy HSK 3 word-order writing practice supports these skills. The new syllabus also includes practical written communication; a rearrangement score alone does not establish it.

Checked example

Words: 我 / 把 / 书 / 放在 / 桌子上。 Arrange: 我把书放在桌子上。 Subject 我 performs the action on the known object 书, with its final location 桌子上. The placement result makes the action complete.

Common error

A list of all the right words can still form the wrong construction. Review the event's actor, object and result.

6 · Write a character, then a sentence from a scene

- The new level-three sample has thirty listening, thirty reading and ten writing items. Writing lasts twenty minutes: the sample first asks for five characters from pinyin in sentences, then five sentences using pictures and supplied words. Its eighty-three-minute total includes information entry and answer transfer; oral tasks have their own session.
- In character completion, read both sides of the blank. A sound such as fāng could belong to different expressions; 方向 and 方法 demand the written graph 方. Check the phrase and write one character where required. Character copying and sentence construction are separate skills and deserve separate feedback.
- For a supplied-word picture sentence, first name the visible actor and action, then use the given word in that relationship. With 公园 and a child running, 孩子在公园跑步 is complete. Do not invent an unseen cause or identity. A simple accurate sentence meets the scene more reliably than an elaborate sentence with contradictory details.
- After writing, check that the supplied word remains intact, the subject and predicate form a sentence and the location precedes the main verb where appropriate.

Mark meaning and required-word use separately from handwriting. A picture-labelled vocabulary list is useful preparation but is not the final performance response.

Checked example

Original scene: a student sits in a library reading; supplied word 图书馆. Response: 学生在图书馆看书. Actor 学生, location 在图书馆 and action 看书 all match. 图书馆在学生看书 has the same words but misorders their relationship.

Common error

Do not omit the supplied word, submit only a noun label, or make the picture prove an unseen fact.

6 · Repeat accurately, describe a picture and answer aloud

- The new level-three oral sample has fifteen items: eight sentence repetitions, five picture descriptions and two question responses. Repetition allows ten seconds per item and picture description fifteen seconds. Each final question has three minutes of preparation and one and a half minutes to speak; the sample totals about fifteen minutes including six minutes of preparation.
- For repetition, listen for the whole proposition: actor, time, action and polarity. Retain the source sentence rather than translating it into a different message. Practise in meaning groups, such as 我明天 / 要去学校 / 参加考试, while keeping the tone and rhythm intelligible. The teacher reads unseen original sentences; showing a transcript first changes the task.
- For a picture, use the brief response window to identify the person, action and setting. A complete simple sentence such as 一个男孩在厨房做饭 is better than an unsupported biography. Add a visible detail if time allows, then stop naturally. Teachers present an original drawing, not a printed description to be read aloud.
- For a question response, note a main answer and two supporting details during preparation. Respond personally and coherently: preference, reason and example can develop a short answer. Do not read a full prewritten essay. Observe pronunciation, completeness, flow and task response separately; exact string matching cannot assess this oral performance.

Checked example

Original question: 你喜欢在家学习还是在图书馆学习? 为什么? Model beginning: 我更喜欢在图书馆学习, 因为那里比较安静。我准备考试的时候, 会先找一个靠窗的座位, 然后把手机放进书包。It answers the choice, gives a reason and adds a relevant routine. A different preference is equally valid when explained.

Common error

A written answer or visible-script reading is preparation, not evidence that the learner can repeat or respond after listening.