

Notes

HSK · HSK · HSK 5

Hsk5

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 HSK5_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>

4 · Reading: cloze, logical links and paragraph meaning

- Read a passage globally before individual gaps. Identify whether the missing material connects ideas, names a concept or completes a collocation.
- Although, cause, progression and condition have distinct Chinese signals: 尽管、因此、不仅、只要 in their appropriate structures.
- Main-idea answers need a scope covering the paragraph. A single detail is too narrow; a sweeping universal claim can be too broad.
- Use textual evidence for the answer. Prior subject knowledge cannot replace the supplied passage.

Checked example

“这项办法成本较高，因此暂时没有推广。” Cost is given as the reason for not spreading the method. Substituting 尽管 without restructuring changes or breaks the relationship. The paragraph does not say the method never works.

Common error

Do not turn 暂时 into 永远. Time qualifiers can distinguish a supported answer from an overclaim.

10 · Writing: connected events and a short response

- For a required-word response, create a plan before drafting. Each word needs a meaningful grammatical role.
- Keep tense/aspect and references consistent. Explain the event sequence or cause rather than listing unrelated sentences.
- For a visual prompt, anchor the writing in visible information and distinguish observation from interpretation.
- Legacy HSK 5 short-writing practice has its own instructions and length requirements. New-format readiness also requires review against the new syllabus tasks and samples.

Checked example

Required ideas: friend, delay, station, telephone, finally. Plan: friend delayed → phone at station → arrange a later meeting → finally meet. Use them to support one event, with a clear cause and outcome.

Common error

Do not copy every prompt word into an incoherent sentence to claim task completion.

20 · Develop a story across four pictures

- The new level-five sample writing lasts forty minutes and includes two tasks: a four-picture story of at least one hundred Chinese characters, then a topic response of at least two hundred. Allocate time for both. This unit teaches the picture-story task; an older fixed-word essay does not replace its visual sequence.
- Before drafting, identify stable people and objects across all four frames. Mark the initial situation, change, response and outcome. Add ordinary connective details only when compatible with the pictures. Do not change a character's role or claim a motive the images cannot support.
- Keep references explicit at the beginning and economical later. Introduce 一个学生, then use 他 when the referent is clear; reintroduce the noun when another person could be confused with him. 发现, 于是, 最后 and 原来 express event relationships, but must fit the actual sequence.
- Check all four frames against the draft and count characters conservatively. A good story tells why the next action follows, while remaining grounded in what can be seen. Teacher assessment distinguishes missed frame, contradictory inference

and grammatical error; correcting one category does not automatically repair the others.

Checked example

Original four scenes: student leaves bag on bus; driver finds it; student calls station; driver returns it. Model: 放学后，一个学生坐公交车回家。他下车时只顾着看手机，把书包忘在座位上了。司机到终点站检查车厢时发现了书包，就把它交给了车站的工作人员。学生回家后才发现书包不见了，马上给车站打电话。听说书包已经找到了，他松了一口气。第二天，他去车站取回书包，并向司机表示感谢。The same bag and student remain identifiable through every event.

Common error

Do not write four labels instead of a story or add a theft when the frames only show a forgotten bag.

21 · Develop a two-hundred-character topic response

- The new level-five sample second writing task requires at least two hundred Chinese characters. It asks for a developed response to a given topic, separate from the one-hundred-character picture story. Read whether the prompt requests experience, explanation or opinion before choosing a structure.
- For an experience prompt, identify the event, the decision and what changed afterward. For an opinion, state a qualified point, give a concrete supporting example and explain how the example supports it. A long list of benefits is weaker than one carefully connected example.
- Use paragraph purposes rather than mechanical transition counts. The opening establishes the focus; the middle develops evidence; the closing reflects on the point without adding an unrelated subject. 因此 indicates a consequence and 然而 a contrast. Choose the link from the relationship rather than from a memorised template.
- Reserve revision time for omissions, inconsistent claims and character length. Count Chinese graphs conservatively and avoid quoting the entire prompt. Teachers should identify one content improvement and one language pattern to practise next; the original rehearsal has no official score conversion.

Checked example

Original completed model (227 Chinese characters, excluding punctuation): 刚上高中时，我总觉得自己记性很好，没有必要把每件事都写下来。有一次，老师通知我们周四下午参加学习交流活活动，我看消息时不够仔细，把日期记成了周三。那天下午，我带着资料赶到教室，却发现里面一个人也没有。我给同学打电话以后，才知道自己提前了一天。虽然没有错过活动，但我浪费了时间，也让同学担心。这件小事使我改变了安排学习的方法。现在，每次收到通知，我都会先核对日期、地点和需要准备的材料，再把它们记在日历上。对于意思不明确的消息，我也会及时向老师确认。我明白了，认真检查不是能力不足的表现，而是对自己和别人负责。

Common error

A plan or stock opening is preparation; it does not meet the completed-text requirement. Do not use a picture-story minimum for this task.

17 · Retell an explanation and develop a spoken comparison

- The new level-five oral sample comprises two ninety-second retellings, one picture task with three minutes preparation and two minutes speaking, and two questions with three and a half minutes preparation and two and a half minutes speaking each. Total time is about twenty-three minutes including ten minutes preparation.
- For a longer retelling, prioritise the main point, major reason, example and limitation. Keep causal claims at their original strength: 可能 helps is not 一定 helps. Use your own connected wording, but do not insert your personal conclusion into the source speaker's account. A transcript becomes available only after the response is recorded.
- For a picture, organise description from overview to important details and relationships. Maintain stable references when several people appear. An interpretation may follow the visible description, but explain which details support it and avoid certainty beyond the evidence.
- For a comparison question, choose useful criteria such as access, concentration and convenience. Explain one option's strength and a circumstance favouring the other, then draw a qualified conclusion. Use preparation for key points rather than a fully scripted monologue. Assess responsiveness, development, coherence, language range and intelligibility with human notes.

Checked example

Original spoken comparison beginning: 我平时喜欢用电子书，因为坐车时也能阅读。不过，复习比较复杂的内容时，我会选择纸质书，这样更容易来回比较不同的段落。对我来说，选择哪种方式取决于阅读的目的。The judgment uses context rather than claiming one format is always best.

Common error

Do not replace the source speaker's qualified position with an absolute claim or use unrelated memorised material to fill the response time.