

Notes

HSK · HSK · HSK 6

Hsk6

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 HSK6_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>

12 · Reading: grammaticality and formal written relationships

- Check actor, predicate and required objects. A long modifier can hide a missing main clause.
- Examine collocations and comparison direction. A connector must match the logical relationship between clauses.
- Formal expressions such as 除非 ... 否则 ... encode conditions precisely. Translate the whole relationship, not isolated words.
- Legacy HSK 6 includes sentence-error identification; this lesson supports that format and written grammar. Do not assume the new test keeps identical parts.

Checked example

“除非提前预约，否则不能进入。” Entry requires advance reservation. Reservation is a necessary condition in this wording; it does not by itself prove every reservation guarantees entry. Security or capacity limits may still apply.

Common error

Necessary and sufficient conditions are different. Do not reverse a statement merely because its key words match.

7 · Reading-to-writing: faithful summary and controlled retelling

- Read for actor, goal, obstacle, actions and result. Keep essential causal links rather than decorative details.
- In the legacy HSK 6 task, source reading is time-limited and the source is removed before writing. The standard sample uses 10 minutes reading and 35 minutes writing, with a summary of about 400 characters.
- After source removal, reconstruct the main sequence from memory. Do not add your own judgement, new events or a different ending.
- Use actual supervised source removal for a rehearsal. A permanently visible passage is a supported summary exercise, not a replica of that legacy test task.

Checked example

Original short source: a team planned a garden; their first site lacked water; they chose a second site near a tap; neighbours helped; plants survived the dry week. A faithful summary keeps the water problem and solution. “The first site failed because neighbours refused help” invents a cause.

Common error

These legacy timing and length claims apply to the archived legacy sample. New HSK 3.0 task claims require the relevant new sample review.

12 · Write a functional notice for an intended reader

- The new level-six sample first writing task is a functional notice of at least one hundred fifty Chinese characters; its sample situation concerns finding a roommate. Writing has forty-five minutes for both new tasks. This task must not be described as the legacy source-removal summary.
- Identify the writer’s role, intended audience and required action. A roommate notice should specify location, living arrangements, relevant conditions and a contact route. Include information that affects the decision: shared costs, move-in date and expectations about quiet hours. Use fictional contact details in classroom work.
- Group facts by reader need. Begin with purpose; explain facilities and conditions; end with a clear next step. Distinguish firm conditions from preferences: 必须 and 希望 carry different force. Avoid vague claims such as 费用很低 when a specific amount or explanation is needed.

- Review for practical completeness, consistency and respectful register. Dates, costs and pronouns must refer to the same arrangement throughout. Count Chinese characters conservatively above the minimum. A teacher judges whether a realistic reader could act on the notice, then gives language feedback; this is a supervised writing performance.

Checked example

Original completed model (244 Chinese characters, excluding punctuation): 为了让同学们有更多练习中文阅读和交流的机会，学校中文社团计划成立一个周末阅读小组，现邀请有兴趣的同学参加。小组面向能够阅读短篇中文文章的学生，每周六上午十点到十一点在学校图书馆二楼活动。每次讨论一篇短文，材料由组织者提前发给大家，不需要另外购买书籍。参加者应在活动前读完文章，并准备一个问题或一段自己喜欢的内容。活动重在交流，不要求每个人的观点相同，但希望大家认真倾听，不随意打断别人。第一次活动安排在十月十日，人数限八人。如有兴趣，请通过学校内部平台向中文社团发送报名信息，注明姓名和班级。报名成功后，我们会回复具体的准备事项。

Common error

Do not substitute a four-hundred-character legacy summary or include real personal contact information in public practice.

11 · Argue a position with reasons and a qualification

- The new level-six sample second writing task asks for an argumentative essay of at least three hundred Chinese characters, on science and human development in the sample. It is separate from the functional notice and replaces neither task with the legacy four-hundred-character summary. Share forty-five minutes between planning, drafting and checking both responses.
- Define a manageable position rather than asserting that technology is always good or always bad. State the criterion behind the judgment: access, reliability, time saved or human agency. Then choose an example that bears on that criterion and explain the link. A famous name without an explained connection is not evidence.
- Acknowledge a relevant limitation: automated recommendations can save time while narrowing the information seen. Respond with a condition or safeguard that follows from the problem. 虽然 ... 但是 ... introduces a concession; 因此 connects premises to a conclusion. Do not label a consequence as a cause or treat one personal example as proof about everybody.
- Review argument structure before polishing vocabulary: position, reason, example, qualification and conclusion should agree. Count Chinese characters conservatively

and preserve time for the other writing task. Human marking examines fulfilment, reasoning, organisation and language; local factual checks cannot automatically score a whole essay.

Checked example

Original completed model (375 Chinese characters, excluding punctuation): 数字学习工具能提高学习效率，但它们的作用取决于使用者是否主动思考。以电子词典为例，学生阅读中文文章时，可以迅速查询生词，不必为了一个不熟悉的词中断很长时间。词典中的例句还可以帮助学生比较同一个词在不同语境中的用法。这种方便为独立阅读创造了条件。然而，查询速度快并不等于理解准确。如果学生总是接受屏幕上出现的第一个解释，忽略上下文，就可能把一个句子的意思理解错。自动推荐的答案也可能让学生放弃自己分析问题的机会。因此，我认为学校在介绍学习工具时，也应教学生检查信息的方法。例如，学生可以先根据上下文提出自己的猜测，再查词典验证，并比较两个例句。遇到重要或矛盾的信息，还应核实来源。有些人担心使用工具会使学习者产生依赖，这种担心有一定道理。但完全拒绝工具并不能保证学生会独立思考。更合理的做法是明确使用目的，并定期安排没有工具帮助的练习。只要学生保留判断和检查的习惯，数字工具就能成为学习的助手，而不是思考的替代品。

Common error

Concession is not contradiction: explain why a qualified conclusion survives the limitation. Never market the old source-removal lesson as this new essay.

7 · Preserve an argument in retelling and defend a position

- The new level-six oral sample uses two retellings of ninety seconds each, one picture task with three minutes preparation and two minutes response, and two question responses with three and a half minutes preparation and two and a half minutes speaking each. Total sample time is about twenty-three minutes including ten minutes preparation. It requires oral evidence separate from the new written notice and essay.
- Track the argument rather than isolated facts: central claim, reasons, example, concession and conclusion. Preserve scope markers such as 部分, 可能 and 在 ... 情况下. Do not convert association into causation or a proposal into an accomplished result. Retell in clear language without adding unsupported specialist facts.
- For the picture, first describe visible relationships, then justify an interpretation from them. If the scene could support several explanations, use 可能 or 看起来 rather than claiming certainty. An organised interpretation is stronger than a list of sophisticated words with no coherent relation to the image.

- For a position question, state a defensible claim, explain a reason and evidence, address one serious objection and identify a condition that resolves it. Keep the conclusion proportionate to the evidence. Human assessment records development, reasoning, organisation, flexibility and intelligibility; productive oral quality cannot be reduced to matching a written model.

Checked example

Original source claim: 某校发现，经常参加讨论的学生成绩较高，但这并不能证明讨论本身提高了成绩，因为这些学生也可能投入更多学习时间。Faithful retelling keeps the association and alternative explanation. For an independent view, recommend structured discussion while recognising that attendance alone is not evidence of learning.

Common error

A confident voice does not make a causal claim valid. Distinguish faithful retelling from your own evaluation.