HSK6 – teacher checkpoint

Chinese

Original course checkpoints; not official mock papers, scaled HSK scores or unseen assessments.

Work with help closed first. Play each listening passage twice. Complete reading before checking answers. Speaking and writing require human feedback; use the models for review after attempting the task.

Suggested time: listening 18 minutes, reading 20 minutes, writing 35 minutes, speaking 8 minutes. These are short-course practice times, not official examination timings.

Listening

■ Passage 1

A：有人认为，只要把所有课程搬到网上，就能解决学习机会不平等的问题。B：网上课程确实能减少地点限制，但设备、网络条件和学习支持仍然不同。若只统计注册人数，就可能把能够进入课程误当成真正从课程中受益。

1. What distinction does the second speaker make?

- A. access to a course versus benefiting from it
- B. school registration versus paying tax
- C. every online course versus every printed book

Answer: A. 能够进入课程 is distinguished from 真正从课程中受益.

2. Which claim best represents the second speaker?

- A. online courses have no benefits
- B. online courses help with location but leave other inequalities
- C. registration numbers prove successful learning

Answer: B. The speaker acknowledges reduced location limits while naming other barriers.

■ Passage 2

A：这份通知要不要加入项目背后的全部研究过程？B：先看通知的读者要完成什么行动。研究背景可以链接到附录，正文必须把对象、时间、地点和办理方式写清楚。信息多不等于信息有效，读者找不到下一步，就达不到通知的目的。

3. What determines the notice's main content?

- A. the writer's desire to include every detail
- B. the longest possible research history
- C. the reader's required action

Answer: C. 读者要完成什么行动 sets the functional purpose.

4. Where can detailed research background go?

- A. a linked appendix
- B. nowhere under any circumstances
- C. before every date in the main text

Answer: A. 研究背景可以链接到附录 allows detail without obscuring the actionable main text.

Reading

■ Passage 1

为保证维修期间资料服务正常运行，图书馆自十月十二日至十月十六日暂停二楼现场借阅。一楼自习室仍按原时间开放。需要二楼图书的读者，请在当天上午十一点前通过服务邮箱提交书名和读者编号，工作人员将于下午三点前确认是否可以调取。未收到确认邮件前，请勿直接到柜台领取。已经借出的图书可在一楼还书处归还，维修期间到期的二楼图书不收取逾期费用。

5. What must a reader do before collecting a requested second-floor book?

- A. go directly to the desk at eleven
- B. receive a confirmation email
- C. wait until every repair has finished

Answer: B. 未收到确认邮件前，请勿直接到柜台领取 makes confirmation a prerequisite.

6. Which statement is supported?

- A. the entire library is closed
- B. no books can be returned
- C. the first-floor study room keeps its usual hours

Answer: C. 一楼自习室仍按原时间开放 preserves the first-floor study hours.

■ Passage 2

衡量一项学习服务是否成功，不能只看它吸引了多少人报名。报名数据能够说明服务受到关注，却不必然说明参加者完成了学习，更不能直接证明他们能独立运用所学。另一方面，完成率低也不一定意味着内容没有价值；课程难度、学习时间和支持条件都可能影响结果。因此，评价应结合不同阶段的证据：是否进入课程、是否坚持练习、是否能在新情境中完成任务。把这些指标混为一谈，既可能夸大成功，也可能错过真正需要改进的环节。

7. What does registration data establish on its own?

- A. attention or entry rather than demonstrated independent use
- B. complete mastery
- C. the exact cause of every dropout

Answer: A. The passage distinguishes interest and entry from completion and independent application.

8. Why should several stages of evidence be considered?

- A. to guarantee a favourable result
- B. to avoid confusing different outcomes and missing useful improvements
- C. because no data can ever be informative

Answer: B. Different indicators answer different questions. Combining them indiscriminately can exaggerate success or hide a weak stage.

Writing

Write at least 300 Chinese characters arguing how a school should evaluate a new learning resource. State your position, distinguish at least two kinds of evidence, address an alternative view and propose a practical evaluation approach.

■ One possible response

我认为，学校评价新的学习资源时，应把使用情况与学习效果分开考察，并把学生的实际任务表现作为重要依据。访问量和注册人数可以说明资源是否容易被发现，却不能证明学生已经理解内容。如果只追求这些数字，学校可能不断增加吸引点击的功能，而忽视解释是否清楚、练习是否有帮助。有人会说，学生愿意使用已经说明资源有价值。这个意见有一定道理：如果没有人愿意进入课程，再好的内容也难以发挥作用。但是，愿意使用只是第一步，不能代替对学习结果的观察。比较可行的办法是先选择几个背景不同的小组，在相近的学习时间内试用资源。教师记录学生在哪里需要帮助，并在试用后安排一个没有见过的新情境任务，观察他们能否独立运用所学。同时，也要询问学生对语言难度和操作步骤的感受。最后，学校应同时报告资源的可达性、练习完成情况和任务表现，说明样本与观察时间的限制。这样得到的结论可能不如一个总分简单，却更有助于判断应该继续使用、修改哪一部分，以及哪些学生仍需要额外支持。

■ Review criteria

- The central claim is explicit and sustained.
- At least two different kinds of evidence are distinguished correctly.
- The alternative view is represented fairly and answered.
- The proposed evaluation could actually be carried out.
- Limits of evidence are acknowledged rather than replaced by absolute claims.
- Organisation supports the reasoning and the requested length is met.
- Language errors are judged by their effect on meaning rather than exact agreement with the model.

Accept other valid responses. Discuss meaning, intelligibility and task completion; do not match an open response against the model word for word.

Speaking

Summarise the main argument in the second reading in your own words, then give one practical implication. Your partner asks whether a low completion rate proves failure.

■ One possible response

这段文字认为，不同指标反映学习过程中的不同阶段，不能把报名人数当成掌握程度。学校应该结合持续练习和新情境任务来评价。完成率低时，还要检查课程难度和支持条件，不能马上断定内容无效。

■ Review criteria

- The summary preserves the main distinction without copying every sentence.
- The practical implication follows from the argument.
- The reply avoids treating low completion as proof of one particular cause.
- Speech is intelligible and connected; a human listener must judge it.

Accept other valid responses. Discuss meaning, intelligibility and task completion; do not match an open response against the model word for word.

Review one uncertain detail and try a fresh response tomorrow. This checkpoint does not produce an official HSK score.