

A Comparative Study of HSK 5 and HSK6 Writing Based on the Test-taking Objectives

Yuan Jinghan

Sichuan Normal University, Chengdu, Sichuan, 610066, China

Abstract: This paper focuses on the content and characteristics of HSK CET-6 writing through the method of literature and example analysis. In addition, it summarizes the errors of CET-6 writing and puts forward some learning strategies. In addition, it summarizes the errors of CET-6 writing and puts forward some learning strategies. The purpose is to help the examinees prepare for CET-6 writing. This paper consists of seven parts. The first part is the introduction, which analyzes the background, significance, research content and methods of the topic selection, as well as some literature of CET-6 writing, and makes a brief summary of the research status. The second part is a description of the HSK test, plus an overview of the CET-5 and CET-6 writing types. The third part is mainly through the collection of real questions, and the examples to analyze the three question types of the CET-5 writing, and the focus is on level 6 abbreviation and its examination sites, content, etc. Meanwhile, it gets a change. Meanwhile, it gets a change in writing between the six level and the five level. This is an integrated upgrade to level 5. Both of them have something in common, but there are also great differences, candidates need to grasp these similarities and differences, timely to adjust their own learning plan. The fourth part is an overview of writing errors in CET-6 on the basis of summarizing the previous research results: It is found that the errors are mainly divided into six categories: Chinese characters, words, discourse, grammar, format and punctuation, aiming to make students and teachers better understand the errors, their The fifth and sixth parts are some learning strategies and teaching The last part is a summary of the full text, combing the conclusions and so on. The last part is a summary of the full text, combing the conclusions and so on.

Keywords: HSK level 5 and level 6 writing; Summary of biased errors; Learning strategy; Teaching Suggestions

1. Introduction

HSK, as the most authoritative Chinese proficiency test in China, was officially organized and implemented in 1989, and was promoted overseas in 1991.^[1]In order to make the HSK better meet the needs of the new era, Hanban organized scholars in related fields to investigate and understand the actual situation of teaching Chinese as a foreign language, and to draw on the latest achievements of international language testing research in recent years, and launched the new Chinese Proficiency Test (HSK) in November 2009. The HSK test is a very important test for Chinese learners to check their learning effect, and it takes into consideration the listening, reading, and writing of Chinese learners, of which HSK level 6 is the highest level test. As the test description shows, HSK Level 6 test takers can easily understand what they read or hear, and express their ideas orally or in writing, with the writing part accounting for one-third of the score, which is important. The test requires students to think in Chinese and write down the questions within the time limit, which is not an easy task, and the writing part of the test is a huge challenge for every HSK Level 6 candidate and is arguably the most difficult part of the test.

1.1. Background of the selected topic

As China enters a new era, the great Chinese dream is about to be realized. China, an ancient country with 5,000 years of civilization, has also undergone a great transformation from standing up, getting rich to getting strong. The "China fever" is not new, it shows that more and more people from different countries are interested in China and want to know more about this country, so there are more and more international students studying Chinese in China. The HSK test is a national standardized test

for non-native speakers of Chinese, and is divided into six levels of increasing difficulty, with Level 6 being the highest level and Writing being the last part of the test, which is the most difficult of the four parts for students. Therefore, it is necessary to strengthen the study of this content, so as to better assist students to pass the test, to master more knowledge in daily study, and to provide a reference for teachers' writing teaching.

1.2. The significance of the selected topic

This article focuses on the summary of the content characteristics of the actual test points of Level 6 writing, and a general summary of the knowledge points that tend to appear in Level 5 writing questions, so as to analyze the similarities or changes in the content of Level 6 compared with Level 5, and to summarize the biases that tend to appear in Level 6 writing, in order to better give students who have already passed Level 5 and are preparing for Level 6 some advice on writing study, such as which areas of knowledge to focus more on in daily study, which areas to increase, and how teachers should teach in class, etc., to help HSK Level 6 candidates pass the writing section successfully. The aim is to give students who have already passed Level 5 and are preparing for Level 6 better advice on which areas of knowledge they should focus more on in their daily study, which areas they should increase their knowledge in, and how teachers should teach in their classes, in order to help HSK Level 6 candidates pass the writing part of the exam successfully.

1.3. Literature review

The author reviewed some literature related to HSK Level 6 writing and outlined the current status of its research as follows.

Through the analysis of the actual Grade 6 writing questions, Mei-Lin Chen (2017) divided the material essay clues in Grade 6 writing into four categories: time and place as clues; people and things as clues; emotional changes of characters as clues; and fables and idiom stories story development as clues, and used them to give advice to candidates in reading and writing.

Jiang Xiaodan (2019) pointed out the commonalities contained in the new HSK Level 6 writing questions, such as essay descriptions following chronological order, in addition to analyzing students' biases in writing in terms of vocabulary, grammar, and discourse articulation.

Guo, Oriole (2018) also analyzed the biases that are likely to occur in HSK Level 6 writing, including five aspects: discourse, basic formatting and punctuation, grammar, vocabulary, and Chinese character biases, and analyzed the types of biases in abbreviated exercises. Among them, the focus is on discourse errors and grammatical errors.

Through a questionnaire study of fourth-year Chinese students in two Thai universities, Zhao (2014) found a large span between HSK Level 5 and 6, while briefly comparing the differences in the requirements of HSK Level 5 and 6 writing questions, and concluded that the test is more difficult for students, as a way to propose teaching suggestions for writing classes and test-taking strategies for HSK Level 6 writing.

Wei Lan (2017) also found through questionnaires that most Sudanese students thought that the overall difficulty of HSK Level 5 and 6 spanned a wide range, and when comparing the writing parts of Level 5 and 6, more than half of the students thought that the writing parts of Level 5 and 6 spanned a wide range, and suggested grasping the central sentences of the essay and other suggestions, and gave corresponding teaching suggestions according to the characteristics of Sudanese students' own learning.

Taking Moscow students as the background of the study, Ji Jingjing (2015) analyzed the types of bias in four aspects: vocabulary, grammar, discourse, and writing format, and analyzed the comparative analysis of the difficulty of the four aspects, and then analyzed the causes of bias, and finally put forward teaching suggestions, using the papers of Level 4, Level 5, and Level 6 as the analysis samples.

Song Haiyan (2019) adds her own ideas to the summary of previous bias analyses, analyzing six aspects of Chinese characters, words, grammar, discourse, formatting and punctuation, overcoming the neglected situation of Ji Jingjing in the study of Chinese characters and punctuation bias, and finally giving advice from both students and teachers.

In summary, there is a comprehensive study of possible biases in HSK Level 6 writing, so I have tried to summarize the broad categories of biases in HSK Level 6 writing through the literature that I

could find. However, in the literature on HSK Level 6 writing studies or comparative studies of HSK Level 5 and 6 exams as a whole, most of the studies simply list the requirements of the questions and skip them when it comes to Level 5 writing. Therefore, I would like to include more content related to the type of questions in writing for Level 5, so that students who have taken Level 5 and then Level 6 can understand more about the differences between the two in terms of the type of questions and content, so that they can adjust their study direction or increase their knowledge accordingly.

1.4. Research content and methods

This paper focuses on three main areas of research.

① to outline some characteristics of Grade 5 and 6 writing questions and content through the study of Grade 5 and 6 writing questions.

② identify the differences and similarities between HSK Level 6 writing compared to Level 5 writing in terms of test content, knowledge points, etc. through a brief analysis.

③ By outlining the biases in HSK Level 6 writing, corresponding learning and teaching strategies are proposed.

The main research methods used in this paper are.

① Documentary method: To obtain information related to HSK Level 6 writing and Level 5 writing by investigating the literature, so as to get a comprehensive and correct understanding of the problem to be studied and to propose new ideas based on the research results of previous generations.

② Example analysis method: Through the study of HSK Grade 6 and Grade 5 past exams, we will analyze the content of the corresponding questions by way of examples, so as to finally propose some learning strategies and teaching suggestions for HSK Grade 6 writing.

③ Statistical analysis method: Through the collection of HSK Grade 6 and Grade 5 past exam questions, as well as the collection and collation of HSK Grade 6 writing bias, combined with some theories of teaching Chinese as a foreign language, the characteristics of HSK Grade 6 writing exam questions are analyzed and targeted learning methods and teaching strategies are proposed.

2. HSK exam description

2.1. Purpose of the HSK examination

The HSK is an international standardized Chinese language proficiency test that focuses on the ability of candidates whose first language is not Chinese to communicate in life, study and work in Chinese. "The HSK focuses on objective and accurate assessment, and attaches more importance to the development of candidates' Chinese language application skills.

2.2. HSK level 6 examination objectives and requirements

The HSK is divided into six levels, including six levels of written tests and three levels of oral tests, which are used to classify students' Chinese language proficiency. Of the six levels of the new HSK, Level 6 is the most difficult and requires the most comprehensive language skills of international students, and is therefore the most difficult to pass. The HSK Level 6 exam is intended for candidates who have mastered relevant topics, tasks, language points, and more than 5000 and 5000 commonly used Chinese words. Candidates who pass HSK Level 6 are able to use Chinese comfortably in various social communication activities, and their level of Chinese application is close to that of native Chinese speakers. HSK Level 6 requires that in 140 minutes (including 5 minutes for candidates to fill in personal information), candidates complete 101 questions in three parts: listening, reading, and writing, and can easily understand the information they hear or read in Chinese and express their opinions in oral or written form. Candidates can easily understand the information they hear or read in Chinese and express their opinions fluently in Chinese.

2.3. Overview of HSK Level 5 and 6 writing questions

The HSK Level 5 writing test is divided into two main sections.

In the first part, there are 8 questions. Each question provided several words from which the candidate was asked to write a coherent sentence.

In the second part, there are 2 questions. The first question provides 5 words and asks the candidate to write a short essay of about 80 words using these words; the second question only provides a picture and asks the candidate to write a short essay of about 80 words observing the content of the picture.

HSK Level 5 Writing tests students' writing skills, their understanding of basic sentence structure, composition, and order in Chinese grammar, as well as their ability to organize language and express themselves in a comprehensive manner for different topics.

HSK Level 6 writing questions are abbreviated questions, i.e. candidates read an article of about 1,000 words, usually an open narrative, in 10 minutes, during which they cannot take notes, after which the teacher takes back the read text and candidates spend 35 minutes abbreviating it into a short essay of about 400 words according to what they remember, answering with a 2B pencil on an answer card, with their own title, and only You only need to retell the content, you do not need to add your own opinion.

If a candidate's essay is not related to the topic, has many grammatical and sentence errors, and has many typos, then this type of essay is classified as a low grade; if a candidate's essay is basically consistent with the material, but has some grammatical and sentence errors, then this type of essay can If the content of the essay is consistent with the material, the structure and expression are coherent, and there are no basic grammatical errors, the essay is generally considered to be of high grade. Level 6 writing is a more comprehensive and difficult test of the candidate's ability to read fast, remember short time, summarize, and write correctly than Level 5.

3. Analysis of HSK Grade 5 and 6 writing questions

3.1. Analysis of three types of questions in HSK Level 5 writing questions

3.1.1. Analysis of the questions of the real question of writing sentences with words

As the first question of Level 5 writing, the test is mainly about students' mastery of grammar, sentence structure and key vocabulary of Level 5. First of all, from the grammar point of view, students need to understand the basic sentence structure, components, and order of a Chinese grammar, such as subject, predicate, and object, and also need to master some special sentence patterns such as the word "put", the word "be", and fixed word collocations. From the five sets of HSK Level 5 writing questions collected in 2018, we found that the following were tested more often.

Verb predicate statements, e.g.

"He broke the world record again."

"The class teacher re-emphasized the importance of safety."

"Yes" sentences (one per set of questions), e.g.

"This scarf is silk."

"My dream is to run a bar."

Occasionally, the word "put" is used in the test:

"My sister locked the necklace in the drawer."

"Be" sentence:

"That flight was temporarily cancelled due to weather."

Also statements:

"Professor Chen recommended her for a radio internship."

These common sentence structures in Chinese are what test takers need to get to grips with and are the focus of the exam.

3.1.2. Analysis of the questions of the short word essay

The second question is about writing short essays based on words, unlike the first question where the answer is basically unique and not as flexible as the last question. The test is mainly about students' ability to organize language, requiring candidates to be able to accurately understand the five words provided and to apply them correctly to the writing of the passage. Through the analysis of the five sets of questions, we can easily find that these words are not unrelated, but all revolve around a theme. The main topics covered in these sets of questions are: job search (face, graduate, target, suitable, stable H51801), social life (customs, so far, characteristics, for example, indicated H51802), school activities (around, debate, both sides, wonderful, process H51803), student life (cause, serious, reasonable, love, stay up H51804; usual, love, devote, gradually, nurture H51805), and so on. In fact, all these themes are closely related to our life, study and work.

3.1.3. Analysis of the question type of the short picture essay

As the last question of writing, it is also the most flexible, requiring candidates to complete the short essay by themselves according to their imagination. Usually the pictures given in this question are also those we can often see in our daily life, such as watering flowers, exercising in the gym, speaking in the news, etc. The main test is the students' ability to express themselves in a comprehensive way, and they also need to pay attention to the logical connection between sentences and paragraphs.

3.2. Analysis of HSK Grade 6 writing questions

HSK Level 6 Writing is an abbreviated question. The following author will analyze the content and characteristics of Level 6 Writing through a total of 10 sets of questions collected from the New Chinese Proficiency Test Problem Set HSK (Level 6) 2014 Edition and New Chinese Proficiency Test Problem Set HSK (Level 6) 2018 Edition.

3.2.1. Genre

The reading materials given in the 10 sets of collected questions are all narrative texts. Narrative texts generally include six major elements: time, place, people, cause, passage, and result. The narrative is mainly through the following ways: time, event, something, someone, seeing and hearing, change of place, and feelings as clues. These questions are written according to time clues, and all of them are narrative. For example, in H61221, there are three obvious points in time: "16 years old", "winter of 1994", and "1997"; H61222 follows H61222 is written in the chronological order of "after a few days", "after a few days" and "after a few months"; H61801 is written through "one day", "three years" and "three years". H61801 reflects the process of time development through the words "one day", "three years" and "later"; H61802 starts with "that day" and starts with Harvey's H61802 is an article that starts with the word "day" and reflects the timeline from Harvey's running process.

3.2.2. Main idea

HSK Level 6 writing questions basically state the central theme of the passage in the essay, all concentrated in the penultimate two natural paragraphs. For example, H61801 ends with the theme that the only way to make the seemingly absurd possible is to be confident; H61805 tells the reader in the last paragraph that with creativity, anything in life that has been thrown away can be turned into treasure and happily reborn.

3.2.3. Subject matter

The 10 sets of questions collected, including those from 2018, are all based on domestic and international contemporary stories, which are closer to people's real life and give them inspiration, and are related to topics such as self-confidence, potential, creativity, etc. Two of the five sets of questions from 2014 are based on domestic contemporary stories, and the other three are based on idioms, fairy tales, and folk tales, such as Mr. Nan Guo playing Yu, the king choosing an heir by planting flowers, and The story of the hunter and the wolf.

3.2.4. Paragraph

Among these 10 sets of questions, the least is 6 paragraphs, for example, H61221 and H61223; the most set is 13 paragraphs (H61224), and the others are mostly 10 and 11 paragraphs. And most of the article paragraphs are divided according to the change of time, of course, there are also divided according to the development process of things, the development of specific events, etc., so it is also a

difficult problem for candidates in the abbreviation of how to sort out the order of reasonable segmentation.

3.3. Comparative analysis of HSK Level 6 and Level 5 writing

After a brief analysis of the content of the questions in the HSK Level 5 and 6 writing exams, we can see that compared to Level 5, Level 6 writing is actually an integrated upgrade of Level 5.

The same aspect: all the questions in Level 5 and 6 test students' writing skills in sentences, paragraphs and parts of speech, and they test students' mastery of vocabulary, sentence structure and language logic. Most of the questions are closely related to daily life and are not out of touch with reality, which also serves the purpose of helping candidates to better understand Chinese culture and get closer to Chinese society through their studies.

The differences: Firstly, Level 5 is a step-by-step test of sentences, paragraphs and parts of speech through three questions, while Level 6 is a comprehensive test of these aspects of learning through abbreviations, which requires students to master more vocabulary and places more stringent requirements on the logical order of sentences and the division of paragraphs. Secondly, in addition to the topics related to daily life, Level 6 includes more folk tales, fairy tales and idioms, which require students to learn more about Chinese history and culture. Finally, the most special point is that the material provided in Level 6 writing is a narrative essay, which is a completely different form of test from the Level 5 writing test, and is a new content for many Level 6 candidates to master. In addition, Level 6 writing is a great challenge to the memory, language organization, and Chinese writing skills of the test takers, because it is difficult for many Chinese students to write down a 1000-word essay in 10 minutes and then retell it in their own words in an organized manner based on their understanding of the text in such a stressful atmosphere.

Therefore, in general, HSK Level 6 writing is different from Level 5 in terms of question type and knowledge content, and these are also the parts that candidates need to pay attention to and pay attention to when preparing for the writing part of the Level 6 exam.

4. Overview of HSK Level 6 writing bias

The following is an overview of the six-level writing errors that have been discussed and summarized by previous authors through the literature that I have collected and found.

4.1. Overview of Chinese character biases

Chinese characters are a writing symbol system for recording the Chinese language and are one of the early scripts in the world. At the same time, Chinese characters belong to a type of ideographic script, and a Chinese character usually contains three parts: sound, form and meaning. In addition, because Chinese characters are composed of strokes. Chinese characters are also called square characters because they are made up of complex square-shaped characters, and there are many homophones, homonyms, and similar characters. [1]For second language learners, Chinese characters are not only difficult to write, but also difficult to remember. When writing in Level 6, Chinese character errors are mainly divided into two parts: misspellings and aliases.

4.1.1. Wrong characters

The six main problems include loss, addition of strokes, deformation of strokes, Chinese character parts, change of Chinese character structure, and basic change of Chinese characters as a whole, for example.

Missing strokes: The word "wine" is missing a cross and becomes "spill".

Adding strokes: Add an extra horizontal stroke below the character for "shoe".

The word "buckle" has an extra apostrophe above the word "mouth".

Stroke deformation: Especially the "walk" side, candidates can easily deform it to write other styles.^[2]

Change of Chinese character parts: The word "vehicle" is written with the word "horse" next to the word "car".

Changes in the structure of Chinese characters: the left and right structures of the word "enough" are reversed.

The reversal of the structure of the cross in the middle of the word "bitter" and the "grass" head.

Basic changes to the Chinese character as a whole: omission of the word "force" from the word "service".

The first half of the word "to" is written as "and".

4.1.2. Aliasing

The word "alias" means that the candidate writes a different character when it should be this character, because some characters with similar sound, shape and meaning thus have the problem, for example.

Close: "far" is written as "transport".

(a) Close sound: "see" is written as "piece".

The meaning is similar: "make" is written as "do", etc.

These are all problems caused by students' poor understanding, lack of impression, and weak grasp of writing.

4.2. Overview of word bias

Most words in Chinese are made up of two or more Chinese characters, and the meaning of one word is different from the meaning of several Chinese characters combined. The literal meaning of a single word is not enough to explain the meaning of a certain word, so international students have a lot of difficulties in learning Chinese words.^[3]This also means that they not only need to remember the meaning of each word, but also need to make a distinction between the meaning of each word, which is undoubtedly difficult and leads to all kinds of mistakes in writing.

4.2.1. Synonyms and near-synonyms of the error

"In the end the boss was willing to go along with his proposal." -- Agreed

"But he also decided to retire." -- or

4.2.2. Improper wording bias

"There is a young and older doctor." --Age (the former is an adjective, the latter is a noun)

"She got married to the male doctor." --marriage (the former is a noun, the latter is a verb)

4.2.3. Missing word bias

"He needs this job badly, too." -- Needed

"Father pick up and say." -- then

4.2.4. Bias of raw words

"At rush hour, it didn't take long to get stuck in traffic." --not long

"Shortly after Longview, he passed away." --Long view

5. Overview of grammatical biases

Grammar is a very important aspect of students' learning, and there are often some biases in the writing process, the main ones being the following five common ones.

5.1. Misplacement

Refers to the selection of one of two or several linguistic forms that are not suitable for a particular linguistic context^[4], they may have similar meanings and the students have created some confusion.

a. Misplacement of words: misplacement of the auxiliaries "of", "got", "ground".

The adverbs "also" and "all" are misplaced.

b. Misplacement of sentence form, i.e. a sentence form is not used or misused.

5.2. Mistaken addition

That is, superfluous components are added before and after the words, which eventually turn the sentence into a sick sentence, appearing more often in the wrong addition of definite and definite components. For example.

Misspelling of "male classmates" as "male classmates".

The word "female teacher" is misspelled as "female teacher".

5.3. Omission

That is, the sentence components are missing because the candidate does not know how to write or forgets to write a certain word, etc. For example.

"Mr. Nanguo thinks this is a good opportunity to make money." -- "Mr. Nanguo thinks it's a good opportunity to make money." Omission of the predicate verb "is".

"He's very ordinary young man." -- "He was a very ordinary young man." Omission of the quantifier "one".

"He didn't forget this truth, which made him a successful entrepreneur." -- "He did not forget this truth, which made him a successful entrepreneur." The subject of the latter clause, "which", is omitted.

5.4. Blending

This is when two sentence structures with similar meanings or usages are mixed together, resulting in a mismatch. Since advanced students have learned many different sentence structures, they sometimes do not know which one is more accurate when they use them, and in this case, sentence mingling is easy. For example.

"The king asked the musicians to be well prepared to take turns playing the yu to him." In this sentence, the words "get ready" and "get ready" are mixed up.

5.5. Misordering

That is, the grammatical components are misplaced and cause a mistake.

Often we go on trips. -- Often we travel.

Good opportunity to learn Chinese. -- Good opportunity to learn Chinese.

6. Overview of discourse bias

According to the literature and the author's own research, this paper concludes that the main discourse errors in Grade 6 writing are illumination errors and articulation errors.

6.1. Correspondence bias

A linguistic phenomenon in which the person or thing expressed by a linguistic unit should be the same as the person or thing expressed by another linguistic unit that appears in the context

a. The person corresponds: "There is a new manager who takes the problem very seriously, and she is going to hold a meeting." Here "he" and "she" actually refer to the same person, so the pronoun should be unified as one of them, that is, "he" or "she".

b. Indicative illumination: "He always maintained the business philosophy of telescope and magnifying glass, and that made him a successful businessman." The latter sentence is misused as a reference. The word "that" before "made him" should be replaced by "this philosophy".

6.2. Connection error

That is, the use of improper connecting words in the discourse, so that the semantic point of the discourse is not clear.

"I work here even though the company's business is not doing well." Here is a misuse of the conditional conjunction "regardless of" and the transitive conjunction "despite... ..but" is a misuse of a transitive conjunction.

7. Overview of formatting bias

The answer key for the Level 6 exam is square paper, which can hold about 500 characters. The common errors that tend to occur in the format are of the following types.

7.1. Title bias

The heading should be written in the middle of the first line. Sometimes international students miss to add the title or add the title later on the top or last line of the square answer area, and cannot add the title of the article correctly as required.

7.2. Misplaced digits

When writing, generally one number occupies one cell, two numbers occupy one cell for more than one number, and the last number of odd numbers occupies one cell alone, international students are often prone to mistakes in this area. For example.

"40" in "400" should occupy a space, and the last "0" should occupy a separate space.

In "2021", "20" should occupy one space and "21" should occupy one space.

7.3. Misuse of spaces

The main error of space is that there is one space at the beginning of a paragraph and no space at the beginning of a paragraph. According to the requirements of Chinese composition, the beginning of each paragraph should be empty two spaces, but from the second line onwards, there is no space in front. International students often ignore this point and either leave no space or leave two spaces at the beginning of each line.

7.4. Length is not appropriate bias

The HSK Level 6 writing test usually requires abbreviating the given material into a short essay of about 400 words, and the content of the abbreviation is scientific and reasonable, and can present the theme and main outline of the material appropriately. However, when writing, international students often fail to understand the main story line of the essay correctly and fail to clarify what is important and what is not, thus resulting in inappropriate details, lack of theme, incomplete content, etc., resulting in an essay that is too long or too short.

8. Overview of punctuation errors

Punctuation, though small, occupies a very important place in writing. As an organic part of Chinese language, punctuation is needed for the composition of every sentence, and it helps users to express semantics, emotion and tone accurately. Therefore, once punctuation marks are misused or misapplied, it is easy to lead to unclear expression of emotion and tone or even difficulty in distinguishing semantics. Therefore, punctuation is also an important element in teaching Chinese as a foreign language, and should never be ignored. The punctuation errors that often occur in HSK Level 6 writing are shown below.

8.1. Shape bias

A comma ",", rather than an apostrophe.

(a) The period is a circle with a hollow closure, not a solid point.

Use a colon plus double quotation marks (: "") when expressing what a person has said, but candidates will show a lack of colons or write only one before and after quotation marks.

The ellipses are six dots "....." instead of six small circles "°°°°°°" .

(a) The lower part of the question mark is a solid dot, not a hollow circle.

The colons are two solid dots ":" instead of hollow circles.

8.2. Formatting errors

Punctuation is generally written to the lower left, not in the middle or to the right or out of frame.

(a) Colons and quotation marks normally share a space.

Periods are not normally placed at the beginning of a line.

(a) The first and second halves of quotation marks, brackets and book marks each occupy one word of space, and their first half may be placed at the beginning of a line but not at the end of a line, and their second half does not appear at the beginning of a line.

Both dashes and ellipses occupy two words and can be placed at the beginning of a line or at the end of a line, but not to divide a symbol into two paragraphs.

8.3. Functional bias

That is, the misuse of punctuation, omission and other phenomena, resulting in unclear semantic expression of the sentence.

The stop sign "," indicates a pause between parallel words in a sentence and can be juxtaposed in more than one way. And candidates often misuse it as a comma "," in the process of writing.

"Gun Hunt" is written as "Gun Hunt", and the title number is misused as double quotation marks.

"Let's study hard; be generous." -- "We need to study well; be lenient with others." Misuse of a comma for a semicolon.

"The only way we can succeed if we want to is to study well and do things seriously." -- "The only way we can succeed if we want to is to study well and do things seriously." Missing commas.

"They suspected the merchant of stealing the merchant's camel and dragged them to the judge." -- "They suspected that the merchant had stolen the merchant's camel and dragged them to the judge." Again the comma is missing.

9. HSK Level 6 writing study strategies

Through the analysis of the five and six level writing questions and the overview of the six level writing bias, it is not difficult to find that the six level writing is not a small challenge for the candidates, so in the daily study preparation, I think we should pay attention to master the following some study strategies.

First of all, in terms of the type of questions, the Grade 6 exam is basically an abbreviation of narrative essay, some students in the past learning process is likely to have not been exposed to or simply know some of the concept of narrative essay, so in the preparation process after the six elements of narrative essay, the sequence of lines and other knowledge points should go to understand clearly, so as to better analyze the text, sort out the main line of events, sort out the relationship between the characters, time The first thing you need to do is to find out how to write.

If you don't pay attention to these contents, you may not be able to understand the content of the text during the exam, or you may not be familiar with the subject matter, which may lead to slow reading speed and insufficient time, and eventually affect the writing part of the exam. Therefore, an important element in the learning process is to pay more attention to the relevant topics in daily life, to consult the relevant books and materials, gradually accumulate, to enrich and expand their knowledge.

In terms of test content, after a simple analysis of the previous six levels and five levels of writing

changes, it can be seen that the six levels actually still contain five levels of examination points, that is, for the words, sentence structure, the logical connection between paragraphs, language organization and expression ability of the test, but the scope has been expanded, for example, the vocabulary than five levels at least twice as much, the writing ability, writing ability requirements are also higher. Of course the most basic some of the commonly tested vocabulary, Chinese language order, sentence structure are similar, these are the contents that need to be constantly reviewed and studied by students, to firmly put an end to students review like headless flies around, random review, no focus, no method.

In addition students need to pay attention to various details in the actual writing process, in addition to avoiding various biases, such as: headings, formatting, correct use of punctuation, correct writing of Chinese characters, etc. More importantly, since the abbreviations have to be made to meet the requirements within the stipulated time, candidates also need to pay attention to the rules of writing when learning to write and avoid adding their own subjective opinions to avoid causing the abbreviations to be inconsistent with the original meaning. At the same time, daily training in writing speed and correct writing of Chinese characters, mastering the essentials of proper detailing of abbreviations, going over which parts are the key content and which parts can be omitted to better write the key information, all of which require more practice to master proficiently.

Finally, I think it is also very important that in the process of studying for the exam, candidates also need to have a clear self-awareness, understand their own lack of weaknesses, figure out what they need to do to meet the requirements of level 6, rather than blindly impulsive to take the test, because after all, level 6 is the highest level of testing, is a certain degree of difficulty. For candidates with good psychological quality, failing once is nothing, just continue to study hard, but if some candidates have poor psychological ability, it is easy to fail once and lose confidence. Therefore, it is also an important learning strategy to have a clear self-awareness of one's own ability, and then to practice a lot to improve one's ability for the shortcomings.

All in all, what candidates need to do in their daily study is to grasp the focus of the exam, to clarify their thinking, to recognize their own shortcomings, so as to prescribe the right medicine, and ultimately to better pass the Grade 6 writing exam and deliver a satisfactory answer to their own.

10. Suggestions for teaching HSK Level 6 writing

This paper argues that for teachers, the following points need to be kept in mind when guiding international students in their preparation for Level 6 writing.

First of all, we know that a text is made up of words, phrases and sentences. Therefore, in the daily teaching process, we must pay attention to improve students' mastery of words and phrases, so that they can use the basic sentence structure to express themselves proficiently, so that students have a solid foundation, whether for writing or other aspects is a crucial point, these basic skills are the knowledge that needs to be repeatedly reviewed and remembered.

Secondly, since the Grade 6 writing test is an abbreviation question, how to abbreviate and master the corresponding writing skills is also an important element that teachers need to teach, and they need to strengthen the training of students' abbreviation skills on a daily basis. For example, students should learn to abbreviate narrative essays through continuous practice, quickly and correctly reflect the six elements of narrative essays in their own essays, and know what needs to be written in detail and what can be skipped or omitted, so that they can correctly grasp the direction of their essays and complete their writing efficiently. On the other hand, since students have only ten minutes to memorize the content of an essay of about 1,000 words, it is crucial that they learn to read faster in addition to acquiring the necessary writing skills. Through the training of abbreviation skills, students can learn to skip reading, quickly find what they need to write, and focus on memorizing, so that they can show the main idea of the original text and what they want to express more clearly when they write. The teacher conducts the training step by step so that students can gradually adapt to it and try to practice abbreviating five hundred words to three hundred words, seven hundred to five hundred words, and eventually be able to achieve the thousand words required by the test question to abbreviate into a four hundred word essay.

Culture is the root of language, and each language is closely related to the culture of each country. Therefore, teachers should increase the introduction of this culture in the daily teaching process, so that students can be more familiar with this content and accumulate this knowledge in their daily teaching and learning, so that they will not be confused when they encounter similar exam questions.

For various basic formats when writing, such as punctuation, teachers must explain clearly to students during regular classes, make correct demonstrations and draw students' attention to them. When writing, do not omit punctuation marks at will just to save time, but inform students of the correct way to use them in time so that they can build up correct knowledge and develop habits in order to better write in accordance with the norms.

Communication is the most important thing between people. In the daily teaching process, it is far from enough for teachers to focus on their own lessons. It is important to communicate with students, both in and out of class, to understand where students' problems lie and to adjust the content and pace of their lessons according to students' feedback. This two-way communication and feedback between teachers and students is very necessary, not only for better classroom teaching, but also to establish a good teaching interaction with students, so that students understand that the teacher is really imparting their knowledge, develop their ability, is in the heart to help them, rather than just a routine, is an emotionless "classroom machine". "Be close to their teachers and believe in their ways; respect their teachers and follow their teachings; respect their teachers and follow their actions." It also illustrates this very truth.

Finally, teachers should stimulate students' interest in learning Chinese, encourage them to record what they think through writing, and give them appropriate guidance and corrections, plus through appropriate and flexible teaching methods, I believe that they will be able to better improve students' writing, enhance their self-confidence and enter a higher level of learning.

11. Conclusion

This paper presents an analytical study of the collected writing questions from HSK Level 5 and especially HSK Level 6 and the variations between the two, together with an overview of the biases in Level 6 writing, and concludes as follows.

First, HSK Level 6 writing is a new type of abbreviated question, which is a narrative abbreviation not previously covered, and has a greater difficulty compared to HSK Level 5. They are all in narrative genre, with events unfolding in chronological order, mostly from domestic and international contemporary stories, folk tales, idioms and fairy tales, and reflecting certain main ideas. Therefore, students need to strengthen the review, study and practice of various related knowledge in their daily study, and teachers also need to focus on the relevant examination points after studying to take an appropriate way to provide students with an effective guidance to help them really improve their writing level.

Secondly, there are six categories of errors that tend to occur in Level 6 writing: Chinese character errors, word errors, grammar errors, discourse errors, format errors, and punctuation errors. It is hoped that students and teachers will have a deeper understanding of these errors, pay attention to them, lay a solid foundation in their daily learning and teaching, avoid all kinds of errors, and pass the Grade 6 writing exam successfully to show their true level.

Finally, the author proposes some learning strategies and teaching strategies based on the analysis and research of Grade 6 writing, hoping to provide a little help for all students and teachers in his own small way.

There is not much research on HSK Level 6 writing, so I hope that more people will be interested in this area of research. In addition, due to the author's limited research level, the paper is bound to have many shortcomings, and some contents need further research. The suggestions given in this paper are more theoretical and lack practical tests, which need to be further verified in future study and teaching.

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