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TONBRIDGE SCHOOL

Scholarship Examination Sample Paper

LATIN I

Time allowed: 1 hour

Instructions

Attempt ALL THREE sections on lined paper, taking care to read the instructions for each section.

Section A is worth 50 marks, Section B is worth 15 marks, and Section C is worth 35 marks; you should not spend more than 30 minutes on Section A.

SECTION A

Translate the following passage into English.

Two herdsmen learn that their pasture-lands are under threat, and one takes swift action

1 Tityrus et Meliboeus erant amici qui diu in agris pecora custodiverant. olim dum laborant puer per
2 agros ambulans “heu pastores!” inquit, “cur hic manetis? nonne de bello maximo audivistis? plurimi
3 milites Romani inter se pugnant. iam multi interfecti sunt. imperatores dare praemia militibus suis
4 constituerunt quod fortiter in multis proeliis pugnaverunt et saepe vulnerati sunt. terram igitur petunt;
5 heri servi missi sunt ut agros invenirent. itaque ire Romam debetis: festinate! si eum rogabitis, fortasse
6 imperator non fundos vestros occupabit!”
7 duo pastores haec audientes timebant. Tityrus respondit: “ego statim ad urbem ruam. servare
8 pecora mea volo. tune ibis, amice?” Meliboeus tristis tandem dixit: “senex sum, Tityre; non possum
9 currere. et si iter faciam, quis animalia defendebit? i, et te in his montibus exspectabo.” Tityrus cibum
10 ab ancilla paratum cepit et celeriter discessit.

<i>Tityrus, Tityri</i> (m.)	Tityrus
<i>Meliboeus, Meliboei</i> (m.)	Meliboeus
<i>pecus, pecoris</i> (n.)	flock
<i>heu</i>	hey!
<i>pastor, pastoris</i> (m.)	herdsman
<i>inter se</i>	among themselves
<i>imperator, imperatoris</i> (m.)	commander, general
<i>Roma, Romae</i> (f.)	Rome
<i>si</i>	if
<i>fortasse</i>	perhaps
<i>fundus, fundi</i> (m.)	farm

[Total for Section A: 50 marks]

SECTION B

(The Latin words in the questions that follow are all taken from the passage above.)

- agris* (line 1): write out in full the singular declension of this noun. [3]
- manetis* (line 2): write out in full the present tense of this verb. [3]
- praemia* (line 3): write out in full the singular declension of this noun. [3]
- ut agros invenirent* (line 5): what construction is this? [1]
- paratum* (line 10): what part of the verb is this? [1]
- Choose two words from the passage which have English derivatives.
Write down the Latin and the English and say what the English word means. [4]

[Total for Section B: 15 marks]

SECTION C

Attempt **EITHER** (a) Comprehension (on pages 3-4) **OR** (b) Sentences (on page 4).

(a) Comprehension

Read the following passage carefully and answer the questions. Do NOT write a translation of the passage.

Orpheus' attempt to rescue his beloved wife Eurydice from death almost succeeds.

1 Orpheus erat poeta optimus. uxorem suam, nomine Eurydicen, magnopere amabat. olim media die
2 Eurydice in monte ambulans a serpente saevo morsa est. postquam eius clamores audivit, Orpheus
3 perterritus ad locum contendit; Eurydice tamen iam mortua erat. Orpheus magna voce clamabat:
4 "hocne videtis, o di? cur eam non servavistis? crudelissimi estis." ille deinde consilium audacissimum
5 cepit. constituit descendere in Orcum ut uxorem a morte liberaret.
6 itaque Orpheus fortiter iter difficile sub terra fecit. ubi tandem trans flumen transivit, canem ingentem
7 (qui viam custodiebat) vidit. Orpheus, pulcherrime cantans ut canis laetus dormiret, celeriter venire ad
8 locum mortuorum poterat. ibi incolae attoniti virum vivum spectabant et carmina eius audiebant. rex
9 ipse Orcus appropinquans, "quis es, o homo fortissime?" inquit, "cur hodie in regnum meum venisti?"
10 Orpheus respondit: "volo reducere meam coniugem, quae necata est." Orcus risit; sed uxor sua,
11 nomine Proserpina, mota est et Eurydicen viro dedit. Orpheo tamen imperavit ne rediens uxorem
12 respiceret. postea ille eam paene reduxit; sed prope lucem Orpheus miser comitem conspexit. subito
13 Eurydice fugit, et Orpheus solus erat.

<i>Orpheus, Orphei</i> (m.)	Orpheus
<i>Eurydice, Eurydicis</i> (f.) (accusative <i>Eurydicen</i>)	Eurydice
<i>serpens, serpentis</i> (m.)	snake
<i>mordeo, -ere, momordi, morsus</i>	I bite
<i>Orcus, Orco</i> (m.)	Orcus (name used for the underworld [as in line 5] or the god of the underworld [as in lines 9 and 10])
<i>canis, canis</i> (m./f.)	dog
<i>attonitus, -a, -um</i>	astonished
<i>carmen, carminis</i> (n.)	song
<i>regnum, regni</i> (n.)	kingdom
<i>Proserpina, Proserpinae</i> (f.)	Proserpina
<i>respicio, respicere, respexi</i>	I look back at

- i) What two things do we learn about Orpheus in line 1? [4]
- ii) What was Eurydice doing when she was bitten by a snake, according to lines 1-2? [2]
- iii) What caused Orpheus to rush to Eurydice, according to lines 2-3? [2]
- iv) On what grounds did Orpheus criticize the gods, according to line 4? [2]
- v) What decision did Orpheus make after Eurydice's death, according to line 5? [5]
- vi) According to line 7, by what means did Orpheus manage to get past the dog guarding the road into the land of the dead? [2]
- vii) According to line 8, what did the inhabitants of the underworld do when Orpheus arrived there? [4]
- viii) Translate **one** of the questions Orpheus is asked by Orcus in line 9. [4]
- ix) In line 10, what does Orpheus say he wants to do? [2]

- x) In lines 11-12, what order does Proserpina give to Orpheus? [3]
- xi) Explain what happened (according to lines 12-13) when Orpheus and Eurydice approached the world above. [5]

OR

(b) Sentences

Translate the following into Latin:

- i) Where are your books, young man? [6]
- ii) I had a friend who lived near the god's temple. [9]
- iii) The girl hurried into the field in order to find the gold. [9]
- iv) We quickly left the captured city. [6]
- v) Don't sleep, men. Work! [5]

[Total for Section C: 35 marks]

END OF PAPER

Paper Notes: 13+ Latin Sample Paper (13+ Latin Sample Paper)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

Overview

This is a **scholarship examination sample paper** in **Latin** published by **Tonbridge School** for candidates preparing for **13+ entrance** at scholarship level. The paper is designed to assess advanced Latin skills expected of pupils entering Year 9, with a focus on unseen translation, grammatical knowledge, and either comprehension or prose composition.

The examination is divided into **three sections** totalling **100 marks** and is designed to be completed in **one hour**. Section A presents an unseen passage about two Roman herdsmen facing land seizure, testing translation accuracy and narrative understanding. Section B examines technical grammar through declensions, conjugations, and construction identification. Section C offers a choice between answering comprehension questions on the Orpheus and Eurydice myth or translating English sentences into Latin.

This paper suits academically strong candidates aiming for scholarships or exhibitions at independent schools. The material assumes solid grounding in Latin grammar (all five declensions, all four conjugations, purpose clauses, relative clauses, imperatives) and vocabulary beyond Common Entrance standard. The Orpheus passage in particular requires cultural literacy and the ability to parse complex subordinate clauses.

How this paper is organised

The paper comprises **three sections** with a clear mark weighting: Section A (50 marks), Section B (15 marks), and Section C (35 marks). Candidates are advised not to spend more than **30 minutes on Section A**, leaving approximately 15 minutes for Section B and 15 minutes for Section C.

Section A requires translation of a **10-line passage** about Tityrus and Meliboeus, two herdsmen warned that Roman commanders are seizing land to reward veterans. A glossary provides proper names and less common vocabulary. Section B poses **six grammatical questions** based on the Section A passage: three full declensions or conjugations, identification of a grammatical construction (purpose clause), identification of a verb form (perfect passive participle), and derivation of two English words from Latin originals.

Section C presents a choice. Option (a) is an **11-question comprehension** on a 13-line passage about Orpheus descending to the underworld, with marks ranging from 2 to 5 per question and one short translation embedded. Option (b) requires translation of **five English sentences into Latin**, testing constructions such as interrogatives, relative clauses, purpose clauses, and imperatives, with marks from 5 to 9 per sentence.

Topics covered

- Unseen translation of narrative Latin prose involving dialogue, subordinate clauses, and historical context (land confiscation after civil war)
- Full declension of second-declension masculine nouns (*ager, agri*) and second-declension neuter nouns (*praemium, praemii*)
- Full conjugation of the present tense of third-conjugation verbs (*maneo, manere*)
- Identification and understanding of purpose clauses introduced by *ut* with the imperfect subjunctive
- Recognition and formation of perfect passive participles in agreement with nouns
- Derivation of English vocabulary from Latin roots and explanation of meaning in context
- Comprehension of mythological narrative in Latin, including questions requiring inference, detail retrieval, and embedded translation
- Translation of English sentences into Latin, including interrogative constructions, relative clauses, purpose clauses with the gerundive or *ut*, ablative absolutes, and plural imperatives

How to use this paper for revision

- Practise unseen translation daily, focusing on narratives with direct speech and multiple subordinate clauses; time yourself to complete 10 lines in under 30 minutes.
- Revise all five noun declensions and all four verb conjugations in full, including irregulars such as *sum*, *possum*, *eo*, and *fero*.
- Learn to recognise subjunctive constructions instantly: purpose clauses (*ut* + subjunctive), indirect commands (*ut/ne* + subjunctive), result clauses, and *cum* clauses.
- For Section B grammar questions, write out paradigms neatly and in the correct order (nominative through ablative for nouns; first-person singular through third-person plural for verbs).
- When translating into Latin, plan your sentence structure first: identify the main verb, decide on word order (subject, object, verb), and check all agreements (gender, number, case) before writing.
- Read widely in Latin mythology (Ovid's *Metamorphoses*, Virgil's *Georgics*) to build cultural context and recognise common story patterns, which aids comprehension under timed conditions.

Common mistakes to avoid

- Mistranslating perfect tense verbs (e.g. '*audivistis*') as present tense, losing the completed-action sense that drives the narrative forward.
- Confusing *ut* + indicative (temporal 'when') with *ut* + subjunctive (purpose 'in order to'), leading to nonsensical translations of purpose clauses.
- Writing out declensions or conjugations in the wrong order or missing forms (e.g. omitting the vocative or forgetting the third-person plural).
- In Latin-to-English translation, rendering word-for-word without adjusting for natural English idiom, resulting in clumsy phrasing that obscures meaning.
- In English-to-Latin translation, failing to use the correct case after prepositions (accusative after *ad*, *in* + accusative for motion towards) or forgetting that purpose requires the subjunctive mood.

Exam technique

Begin with **Section A** and allocate a strict 30 minutes; translate steadily, paragraph by paragraph, and use the glossary to avoid wasting time on proper nouns. Read the entire passage once before translating to grasp the narrative arc (warning, response,

departure). If a sentence is complex, identify the main verb first, then subordinate clauses, then refine your English. Leave a line between sentences in your answer booklet so you can insert corrections neatly if time permits.

For **Section B**, write paradigms clearly and in full, including macrons if you have been taught them. Check each form for correct endings. The construction and verb-form questions require one-word or one-phrase answers; do not over-explain. For derivatives, write both the Latin word and the English descendant, then define the English word precisely (e.g. 'pastor: pastoral, relating to shepherds or rural life').

In **Section C**, choose your option immediately: comprehension suits those confident in reading complex Latin quickly; sentences suit those with strong active grammar and translation-into-Latin practice. If attempting comprehension, read the passage twice, underline key words in each question, and answer in clear English (no translation unless asked). If attempting sentences, plan each sentence in rough first: decide on tense, mood, case, and word order, then write out your final version. Check all verb endings and noun-adjective agreements. Budget about 3 minutes per sentence or 2 to 4 minutes per comprehension question depending on mark value.

What to revise alongside this paper

Before attempting this paper, ensure mastery of all **five noun declensions** (first through fifth, including mixed i-stems) and all **four regular verb conjugations** plus deponent and semi-deponent verbs. Revise the formation and use of the subjunctive mood in all tenses (present, imperfect, perfect, pluperfect) and the sequence of tenses governing subordinate clauses.

Study **mythological and historical contexts** encountered in GCSE and Common Entrance Latin: Roman civil wars, land redistribution to veterans, and Augustan poetry (the Tityrus passage echoes Virgil's first Eclogue). Read simplified versions of Ovid's *Metamorphoses* for stories like Orpheus and Eurydice, focusing on vocabulary and narrative techniques.

To progress beyond this level, practise unseen verse translation (Virgil, Ovid elegiacs) and more complex prose (Livy, Cicero). Work on advanced constructions: indirect statement with accusative and infinitive, conditional sentences, gerunds and gerundives, ablative absolutes, and fear clauses (ne + subjunctive). Scholarship candidates should also explore stylistic features such as hyperbaton, chiasmus, and poetic word order.

Key terms

Purpose clause, Perfect tense, Imperfect subjunctive, Perfect passive participle, Declension, Conjugation, Ablative absolute, Relative clause, Imperative mood, Accusative of motion towards, Indirect command, Gerundive, Subordinate clause, Unseen translation

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TONBRIDGE SCHOOL

Scholarship Examination Sample Paper

LATIN II

Time allowed: 1 hour

Instructions

Attempt BOTH sections on lined paper, taking care to read the instructions for each section.

SECTION A

Translate into English:

The wealthy Roman politician Marcus Crassus leads a military expedition in the Near East

Marcus Crassus plus pecuniae quam omnes Romani habebat. diu igitur dare auxilium aliis viris potuerat ut ea quae facere volebant facerent. plurimos igitur amicos habebat. Crassus tamen non solum potestatem sed etiam gloriam cupiens ducere magnum exercitum contra Parthos constituit. itaque cum septem legionibus Roma profectus ab Italia trans mare ad Macedoniam navigavit. inde per Graeciam Asiamque contendit. postquam ad Syriam advenit, copias suas in Mesopotamiam quam celerrime duxit. ibi cum ponte aedificato trans flumen maximum (nomine Euphraten) transisset, mox nonnullas urbes cepit. tum mittere legatos in alias urbes debuit ut plures socios haberet; sed paucis hostibus victis laete regressus in hibernis manebat. Parthi interea, quod Romanos esse in castris cognoverunt, sine periculo tot milites et equos armaque colligebant ut postea se defensuros esse cives suos et victuros esse Crassum sperarent.

<i>(Marcus) Crassus, (Marci) Crassi</i> (m.)	(Marcus) Crassus
<i>potestas, potestatis</i> (f.)	power
<i>gloria, gloriae</i> (f.)	glory
<i>Parthi, Parthorum</i> (m. pl.)	the Parthians [a people originating from eastern Persia, whose empire in Crassus' day covered most of what is now Iran and Iraq]
<i>Italia, Italiae</i> (f.)	Italy
<i>Macedonia, Macedoniae</i> (f.)	Macedonia
<i>inde</i>	from there
<i>Graecia, Graeciae</i> (f.)	Greece
<i>Asia, Asiae</i> (f.)	Asia [name given by Romans to a large area in what is now western Turkey]
<i>contendo, contendere, contendi</i>	I march
<i>Syria, Syriae</i> (f.)	Syria
<i>Mesopotamia, Mesopotamiae</i> (f.)	Mesopotamia [the land 'between the rivers', covering much of what is nowadays Iraq]
<i>pons, pontis</i> (m.)	bridge
<i>Euphrates, Euphratis</i> (accusative <i>Euphraten</i>) (m.)	Euphrates [a river now in Iraq]
<i>nonnulli, nonnullae, nonnulla</i> (adj.)	several
<i>legatus, legati</i> (m.)	ambassador
<i>socius, socii</i> (m.)	ally
<i>hiberna, hibernorum</i> (n. pl.)	winter quarters
<i>colligo, colligere, collegi, collectus</i>	I gather, collect

[Total for Section A: 50 marks]

SECTION B

Attempt **EITHER** (a) Unprepared Translation (on page 3) **OR** (b) Prose Composition (on page 4).

a) *Translate into English:*

Crassus suffers a catastrophic defeat in the desert

postero anno castris relictis Crassus iterum trans Euphraten progressus erat. iam Arabs quidam imperatori persuasit ut a flumine montibusque in campos festinaret; nam dixit Parthos perrrerritos fugere. Romani hunc Arabem secuti primo per agros ambulabant; sed mox locos desertos et harenosos intraverunt. Crassus ipse putans Arabem esse fidelem imperavit militibus ut hostes invenirent opprimerentque. iter tamen difficillimum erat: nam cibo minimo per terras sine aqua contendebant. subito nuntius clamavit multos Parthos venire et mox adfuturos esse. Crassus attonitus copias suas paravit, timens ne statim oppugnarentur. sed Parthi lente appropinquabant, quod pugnare comminus nolebant. alii sagittabant, alii equis circum Romanos ibant. equites tandem ex omnibus partibus incucurrerunt. Romani resistere eis non poterant; plurimis interfectis, Crassus et milites qui superfuerant conati effugere ab equitibus ab imperatore Parthorum missis capti sunt.

<i>posterus, postera, posterum</i> (adj.)	following, next
<i>Crassus, Crassi</i> (m.)	Crassus
<i>Euphrates, Euphratis</i> (accusative <i>Euphraten</i>) (m.)	Euphrates [a river now in Iraq]
<i>Arabs, Arabis</i> (m.)	an Arab
<i>campus, campi</i> (m.)	plain
<i>Parthi, Parthorum</i> (m. pl.)	the Parthians
<i>desertus, deserta, desertum</i> (adj.)	deserted
<i>harenosus, harenosa, harenosum</i> (adj.)	sandy
<i>contendo, contendere, contendi</i>	I march
<i>attonitus, attonita, attonitum</i> (adj.)	shocked
<i>comminus</i>	at close quarters
<i>sagitto, sagittare, sagittavi</i>	I shoot arrows
<i>eques, equitis</i> (m.)	cavalryman
<i>incurro, incurrere, incurri</i>	I charge
<i>supersum, superesse, superfui</i>	I survive

OR

b) *Translate into Latin:*

After Crassus had been captured, he was soon killed. But the other prisoners were taken away and held by the Parthians; indeed, they never returned to Italy, because they were forced to live there until they died. The head of Crassus was brought to the king of the Parthians by the man who had killed him. The king was very happy and laughed when he saw it. He gave a lot of money to the man.

The Roman senators were very angry, since so great an army had been destroyed. But they were unable to punish the Parthians.

Crassus	<i>Crassus, Crassi</i> (m.)
the Parthians	<i>Parthi, Parthorum</i> (m. pl.)
Italy	<i>Italia, Italiae</i> (f.)
indeed	<i>equidem</i>

[Total for Section B: 50 marks]

END OF PAPER

Paper Notes: 13+ Latin Sample Paper (13+ Latin Sample Paper)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

Overview

This is a **scholarship-level sample paper** in Latin II, published by **Tonbridge School** for candidates preparing for the **13+ entrance examination**. It is designed to assess advanced translation skills in both directions, reflecting the demands of scholarship entry to an independent senior school. The paper carries a time limit of **one hour** and is worth **100 marks in total**, split equally between two compulsory sections.

Section A requires candidates to translate a substantial passage of Latin prose into English, focusing on the historical narrative of **Marcus Crassus and his disastrous military campaign against the Parthians**. The text incorporates a wide range of grammatical constructions, including ablative absolutes, purpose clauses, indirect statements, and a variety of verb forms. A comprehensive glossary of proper names, geographical terms, and key vocabulary is provided.

Section B offers a choice between an unprepared Latin-to-English translation (continuing the Crassus narrative) or a prose composition task requiring candidates to translate English sentences into Latin. This dual option allows students to demonstrate either their ability to tackle unseen Latin or their compositional fluency. The paper is well suited to pupils aiming for academic scholarships at top independent schools, where rigorous linguistic precision and grammatical knowledge are essential.

How this paper is organised

The paper is divided into **two main sections**, each allocated **50 marks** and both of which must be attempted. Candidates are instructed to write all answers on lined paper and to read the instructions for each section carefully before beginning.

Section A consists entirely of a prepared translation exercise. A continuous Latin passage of approximately 130 words narrates the early stages of Crassus's military expedition. The text is followed by a detailed glossary that includes proper nouns (Crassus, Italia, Macedonia, Graecia, Asia, Syria, Mesopotamia, Euphrates, Parthi) and important vocabulary items not typically found in elementary Latin courses. The glossary provides gender, case forms, and helpful contextual notes, such as the geographical scope of ancient Asia and Mesopotamia.

Section B presents a choice between two tasks. Option (a) is an unprepared translation from Latin to English, describing Crassus's defeat in the desert; it runs to roughly 120

words and comes with its own glossary. Option (b) is a prose composition task that asks candidates to translate a short English passage (approximately 90 words) into Latin, covering the aftermath of the battle and the fate of Crassus. Three key vocabulary items are provided (Crassus, Parthi, Italia, and the adverb equidem), but candidates must supply all other Latin themselves.

Topics covered

- Translation of continuous narrative Latin prose into idiomatic English, focusing on historical and military themes
- Recognition and accurate rendering of ablative absolutes (cum ponte aedificato, castris relictis, plurimis interfectis)
- Purpose clauses introduced by ut (and negative ne) with the subjunctive mood
- Indirect statement (accusative and infinitive constructions, such as 'dixit Parthos fugere' and 'sperarent se defensuros esse')
- Mixed sequence of tenses, including pluperfect, imperfect, perfect, and future participles
- Use of temporal and causal subordinate clauses introduced by postquam, quod, and cum
- Prose composition from English into Latin, requiring command of syntax, case usage, and idiomatic expression
- Passive constructions and deponent verbs in context (profectus, regressus, conati)
- Understanding of geographical and historical context in classical texts, including the Parthian Wars
- Vocabulary relating to warfare, diplomacy, and ancient geography (exercitum, legiones, legatos, socios, hiberna, equites)

How to use this paper for revision

- Revise all principal parts of common irregular verbs, especially compounds of *eo* (*advenio, transeo*), *fero*, and *sum* (*supersum, possum*), as these appear frequently in narrative prose.
- Practise identifying and translating ablative absolutes in a single, smooth phrase rather than translating each word separately; for example, '*ponte aedificato*' should become 'when/after the bridge had been built', not 'the bridge having been built'.
- For Section B option (b), make a list of key constructions you will need: passive verbs ('he was killed'), result clauses ('so great...that'), and temporal clauses ('after X had happened'). Check you can form each confidently before starting.
- Pay close attention to the gender and declension of place names given in the glossary; mistakes in agreement (especially with adjectives or participles) will cost marks even if your vocabulary is correct.
- Time yourself strictly: aim to spend no more than 30 minutes on Section A, leaving a full 30 minutes for Section B. If you choose the prose composition, budget five minutes at the end to proofread for case endings and verb forms.
- Read the English headings and contextual notes carefully; understanding that Crassus is being lured into a trap will help you choose the right tone and vocabulary in your translation.
- If attempting the unprepared translation in Section B(a), read the passage through once before translating to grasp the overall narrative flow and identify the main clauses.

Common mistakes to avoid

- Translating ablative absolutes too literally ('the bridge having been built') instead of using natural English temporal clauses ('after the bridge was built' or 'once the bridge had been built').
- Confusing deponent verbs (such as *proficiscor*, 'I set out') with passives, leading to translations like 'he was set out' instead of the correct active sense 'he set out'.
- Misidentifying the subject of indirect statements, especially when accusative subjects are embedded within longer sentences; always locate the accusative noun or pronoun that is doing the action of the infinitive.
- In prose composition, using the wrong case after prepositions (especially *ad* with accusative and *a/ab* with ablative) or failing to use the ablative of agent correctly with passive verbs.
- Overlooking negative purpose clauses introduced by *ne*, translating them as positive statements or omitting the negative sense altogether; '*timens ne oppugnarentur*' means 'fearing that they might be attacked', not 'hoping that they would be attacked'.
- Choosing vocabulary that is too simple or anachronistic in the prose composition task; for instance, using basic words like *magnus* when a more specific term such as *tantus* ('so great') would be more appropriate and idiomatic.

Exam technique

Begin by reading through **Section A** carefully, paying attention to the glossary and the contextual heading. Underline or highlight the main verbs in each sentence, then identify subordinate clauses and their type (purpose, indirect statement, temporal, etc.). Translate in the order that produces the most natural English, not necessarily word-for-word from left to right. Aim to finish Section A within 30 minutes, allowing you equal time for Section B.

When you reach **Section B**, decide quickly which option suits your strengths. If you are confident in unseen translation and prefer to avoid the pressure of composition, choose option (a); if you have practised prose composition extensively and feel secure in your grammar, option (b) may be the safer bet. Whichever you choose, read the entire passage or paragraph before you begin translating, so that you understand the sequence of events and can maintain consistent tense and voice.

For **prose composition** (Section B option b), draft your Latin on rough paper first if time permits. Start by identifying the main clause in each English sentence, then add subordinate clauses and phrases. Check every noun for correct case, every verb for correct person and tense, and every adjective for correct agreement. Reserve the final

five minutes to re-read your work and correct any slips in inflection, which are the most common source of lost marks. If you are running short of time, prioritise completing all sentences over polishing individual phrases, as examiners reward attempts at the full range of constructions.

What to revise alongside this paper

To prepare thoroughly for this paper, candidates should revise all **subordinate clause types** covered in a typical GCSE or IGCSE Latin syllabus, including result clauses (introduced by *ut* with the subjunctive after words like *tam* or *tantus*), causal clauses, and concessive clauses. Familiarity with the full range of participles (present, perfect, and future, in both active and passive) is essential, as is confident handling of the sequence of tenses in indirect speech and subordinate clauses.

Students should also read widely in **Roman military history**, particularly accounts of the late Republic, to build contextual understanding and period-appropriate vocabulary. The campaigns of Pompey, Caesar, and Crassus offer rich material for translation practice. Prose composition requires secure knowledge of **idiomatic Latin constructions**, so working through a dedicated prose composition manual (such as North and Hillard or Bradley's Arnold) will provide invaluable practice in turning English sentence patterns into elegant Latin.

Finally, broaden your reading of **continuous Latin prose** beyond set texts. Try extracts from Livy, Sallust, or Caesar's *Bellum Gallicum* to develop speed and confidence with narrative styles. The more unseen passages you translate under timed conditions, the more instinctive your grammatical parsing will become, leaving you free to focus on producing polished English or accurate Latin on the day.

Key terms

Ablative absolute, Indirect statement (accusative and infinitive), Purpose clause, Temporal clause, Deponent verb, Future participle, Pluperfect tense, Imperfect subjunctive, Passive voice, Prose composition, Unprepared translation, Ablative of agent, Negative purpose clause (ne), Principal parts, Case agreement

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