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Eton College 13+ General 2021

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CONTENTS

01 Question Paper

Eton College 13+ General. Work through this paper first.

Includes Paper Notes: overview, topics, revision tips, common mistakes.

02 Question Paper

Eton College 13+ General. Work through this paper first.

Includes Paper Notes: overview, topics, revision tips, common mistakes.

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Eton College King's Scholarship Examination 2021

GENERAL I

(One hour)

Remember to write your candidate number on every sheet of answer paper used.

You must answer both questions.

Each question is worth the same number of marks.

*You need not answer the questions in the order set, **but you must start each one on a separate piece of paper.***

*If you have not finished a question after 30 minutes, **you are strongly advised to leave it and go on to the other.** Return to any unfinished question if you have time left at the end of the paper.*

ADDITIONAL MATERIALS: NONE

Do not turn over until told to do so.

GENERAL I

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GENERAL I

Question 1: START A NEW SHEET OF PAPER NOW.

If you have not finished this question after 30 minutes, you are strongly advised to leave it and go on to the other.



Deep in an ancient cave in the bowels of Wales some paintings have been discovered. They seem to show the animals caught by different members of a hunting party along with descriptions of each person's catch.

The famous linguist Professor Chim Nimsy has transliterated the captions into the Roman alphabet and tried to match each one to the correct drawing. He thinks one of the hunters is lying.

Help check the professor's work:

- Identify which caption refers to which picture.
- Identify which caption is a lie.
- How should the erroneous caption read?

Marks will be awarded for any information discerned, if intelligibly presented.

The captions:

- I. juratateakarankwateda
- II. juratapebokwolope'akarankwapeda
- III. juratapebokwolopeda
- IV. juratapeakarankwapeda
- V. juratapebokwolote'akarankwateda
- VI. juratabokwoloda
- VII. juratapebokwolote'akarankwapeda

[Total mark for Question 1: 25]

GENERAL I

Question 2: START A NEW SHEET OF PAPER NOW.

If you have not finished this question after 30 minutes, you are strongly advised to leave it and go on to the other.

Coins come in denominations of 1p, 2p, 5p, 10p, 20p, 50p and £1. Item prices (in pence) are all whole numbers.

A shop sells apples for 11p each, bananas for 12p each, oranges for 14p each and pears for 17p each.

- (a) (i) Adam buys three items, which between them come to 43p.
What does he buy?
- (ii) Beth buys four items, for a total of 55p. What does she buy? [5]
- (b) (i) What is the highest number of items I can buy for precisely £1?
- (ii) What is the lowest number of items I can buy for precisely £1? [4]
- (c) (i) Diana buys three items with a £1 coin; the shopkeeper is unable to give her change in fewer than 5 coins. What does she buy?
- (ii) Edward buys three items as well. He notes that the smallest number of coins required to pay for them together is three, which is also the smallest number of coins he can receive in change from £1.
What does he buy? [6]
- (d) Fred now goes to a different shop. This shop only sells chews, lollies and gobstoppers (with chews being the cheapest and gobstoppers the most expensive).
The price of a gobstopper is the same as that of a chew and a lolly combined.
Fred finds that 50p can pay for two items precisely, but can also pay for three items precisely.
He considers all the combinations of three items he could buy, and finds that there are only three he can afford to choose with his 50p.
He could afford a fourth choice if he had an extra 5p.
Find the price of each item. [10]

[Total mark for Question 2: 25]

END OF PAPER

[Page 4 of 4]

Paper Notes: 13+ General Question Paper (13+ General Past Paper (2021))

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

Overview

This is **General I**, a past paper from the **Eton College King's Scholarship Examination 2021**. It is designed for candidates sitting the **13+ entrance examination** for Eton College in Windsor, one of the UK's most academically selective independent schools. The King's Scholarship papers test intellectual breadth and problem-solving ability beyond standard curriculum subjects.

The paper contains **two equally weighted questions**, each worth **25 marks**, and candidates have **one hour** to complete both. Question 1 is a linguistic puzzle that requires code-breaking and logical deduction from transliterated cave captions. Question 2 is a series of numerical and logical reasoning problems involving coins and prices, progressively increasing in difficulty. Candidates are explicitly advised to spend no more than 30 minutes per question.

This paper suits students preparing for highly competitive 13+ entrance exams where reasoning ability, lateral thinking and problem-solving under time pressure are assessed. The questions are intentionally unconventional and reward careful analysis, pattern recognition and clarity of written explanation.

How this paper is organised

The paper runs to **four pages**, with page 1 containing instructions, page 2 blank, and pages 3 and 4 presenting the two questions. Each question must be started on a separate sheet of paper. Candidates are instructed to write their candidate number on every sheet.

Question 1 (25 marks) presents a linguistic puzzle with seven transliterated captions and six images of cave paintings. Candidates must match captions to pictures, identify which caption is a lie, and correct it. Marks are awarded for any intelligibly presented reasoning, not only for full solutions.

Question 2 (25 marks) is subdivided into four parts (a, b, c, d) with escalating difficulty. Part (a) is worth 5 marks, (b) 4 marks, (c) 6 marks, and (d) 10 marks. The final part requires algebraic reasoning or systematic trial. Candidates are strongly advised to move on if a question takes more than 30 minutes, ensuring both questions receive attention.

Topics covered

- Linguistic pattern recognition and decoding of an artificial or invented language system
- Logical deduction from partial information in pictorial and textual form
- Identifying inconsistencies in data sets through systematic comparison
- Arithmetic reasoning with multiple constraints involving prices and coin denominations
- Combinatorial problem-solving, including maximising and minimising quantities under fixed conditions
- Simultaneous equations and algebraic reasoning applied to real-world pricing scenarios
- Trial-and-error strategies combined with logical elimination
- Written communication of reasoning processes and intermediate findings

How to use this paper for revision

- Practise decoding unfamiliar scripts or languages by breaking down words into component parts and looking for repeated patterns or morphemes.
- Develop your ability to cross-reference multiple sources of information systematically, ensuring no detail is overlooked.
- Work through combinatorial problems involving coins and change, focusing on the minimum and maximum number of coins needed for different totals.
- Learn to recognise when a problem suits algebraic methods and when trial-and-improvement is faster, especially under time pressure.
- Read each sub-question carefully and note the constraints (e.g. 'precisely £1', 'fewer than 5 coins') as these often hold the key to elimination.
- Practise writing out your reasoning step-by-step, even for questions where the final answer is numeric, as partial marks are awarded.
- Time yourself strictly on past papers, moving on after 30 minutes per question to simulate exam conditions and avoid spending too long on one part.

Common mistakes to avoid

- Failing to show working in Question 1, even though marks are explicitly awarded for 'any information discerned if intelligibly presented'.
- Rushing to guess caption-to-picture matches without systematically comparing all captions for repeated word patterns.
- In Question 2(a), not checking all combinations of three or four items and missing valid solutions through careless arithmetic.
- Overlooking the distinction between 'highest number of items' and 'lowest number of items' in 2(b), leading to contradictory answers.
- In 2(c)(ii), misreading the constraint that the number of coins to pay and the number of coins in change are both three, leading to invalid purchases.
- In 2(d), failing to write down all combinations of three items systematically, or not using the '55p would unlock a fourth choice' clue to narrow down the prices.

Exam technique

Begin by reading both questions in full before starting either. Decide which looks more approachable and tackle that one first, but do not exceed **30 minutes** on either question. The paper explicitly advises moving on to ensure both questions receive fair attention. For Question 1, start by identifying the shortest and longest captions, then look for repeated segments (prefixes, suffixes, roots). Work methodically and write down every deduction, as partial credit is available.

For Question 2, attempt every part in order, as later parts often build on earlier logic. Show all working, even for parts worth only a few marks. In part (d), list all possible combinations of three items systematically (e.g. CCC, CCL, CLL, LLL, CCG, etc.) and eliminate those over 50p. Use the constraint about 55p to check your prices are correct.

If you finish early, use the remaining time to review your answers. Check arithmetic carefully and ensure you have answered the precise question asked (e.g. 'What does he buy?' requires listing the items, not just stating the total). Keep your handwriting legible and number each part clearly so examiners can award marks for partial progress.

What to revise alongside this paper

Students preparing for this paper should also revise **verbal reasoning** and **non-verbal reasoning** topics, particularly those involving codes, sequences and pattern

completion. Familiarity with cryptography puzzles (such as Caesar ciphers or simple substitution codes) will help with Question 1.

For Question 2, students should be confident with **forming and solving simultaneous equations**, particularly in two or three variables. Additional practice with **Diophantine equations** (equations with integer solutions only) and **modular arithmetic** will build confidence in finding solutions under multiple constraints.

Broader preparation for 13+ scholarship exams should include exposure to **logic puzzles, lateral thinking problems** and **Olympiad-style mathematics**. Students should also work on communicating reasoning clearly in writing, as examiners reward well-explained partial solutions over unexplained guesses.

Key terms

Transliteration, Morpheme, Pattern recognition, Logical deduction, Combinatorics, Systematic trial, Constraint satisfaction, Simultaneous equations, Change calculation, Denominations, Minimum and maximum, Algebraic reasoning, Written justification, Code-breaking

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Eton College King's Scholarship Examination 2021

GENERAL II

(One and a half hours)

Remember to write your candidate number on every sheet of answer paper used.

You must answer both questions.

Each question is worth the same number of marks.

You need not answer the questions in the order set, but you must start each one on a separate piece of paper.

Spend about 45 minutes on each question.

Do not turn over until told to do so.

Question 1: START A NEW SHEET OF PAPER NOW

Newspeak was the official language of Oceania and had been devised to meet the ideological needs of Ingsoc, or English Socialism.

The purpose of Newspeak was not only to provide a medium of expression for the world-view and mental habits proper to the devotees of Ingsoc, but to make all other modes of thought impossible. This was done partly by the invention of new words, but chiefly by eliminating undesirable words and by stripping such words as remained of unorthodox meanings. To give a single example. The word *free* still existed in Newspeak, but it could only be used in such statements as ‘This dog is free from lice’ or ‘This field is free from weeds’. It could not be used in its old sense of ‘politically free’ or ‘intellectually free’ since political and intellectual freedom no longer existed even as concepts, and were therefore of necessity nameless. Newspeak was designed not to extend but to *diminish* the range of thought, and this purpose was indirectly assisted by cutting the choice of words down to a minimum.

The grammar of Newspeak had two outstanding peculiarities. The first of these was an almost complete interchangeability between different parts of speech. Any word in the language (in principle this applied even to very abstract words such as *if* or *when*) could be used either as verb, noun, adjective, or adverb. The word *thought*, for example, did not exist in Newspeak. Its place was taken by *think*, which did duty for both noun and verb. Adjectives were formed by adding the suffix *-ful* to the noun-verb, and adverbs by adding *-wise*. Thus for example, *speedful* meant ‘rapid’ and *speedwise* meant ‘quickly’.

In addition, any word — this again applied in principle to every word in the language — could be negated by adding the affix *un-*, or could be strengthened by the affix *plus-*, or, for still greater emphasis, *doubleplus-*. Thus, for example, *uncold* meant ‘warm’, while *pluscold* and *doublepluscold* meant, respectively, ‘very cold’ and ‘superlatively cold’. It was also possible, as in present-day English, to modify the meaning of almost any word by prepositional affixes such as *ante-*, *post-*, *up-*, *down-*, etc. By such methods it was found possible to bring about an enormous diminution of vocabulary.

—Adapted from ‘The Principles of Newspeak’,
appended to George Orwell’s *Nineteen Eighty-Four* (1949)

(a) Read the extract on page 2.

(i) Applying the principles outlined above, translate the Newspeak phrases below into Standard English:

free
doubleplustired
unspeedwise
ref
speakwrite

[5]

(ii) Applying the same principles, ‘translate’ the following passage (taken from Iris Murdoch’s *The Sea, the Sea*) into Newspeak:

The sea which lies before me as I write glows rather than sparkles in the bland May sunshine. With the tide turning, it leans quietly against the land, almost unflecked by ripples or by foam. Near to the horizon it is a luxurious purple, spotted with regular lines of emerald green. At the horizon it is indigo. Near to the shore, where my view is framed by rising heap of humpy yellow rock, there is a band of lighter green, icy and pure, less radiant, opaque however, not transparent. We are in the north, and the bright sunshine cannot penetrate the sea. Where the gentle water taps the rocks there is still a surface skin of colour. The cloudless sky is very pale at the indigo horizon which it lightly pencils in with silver. Its blue gains towards the zenith and vibrates there. But the sky looks cold, even the sun looks cold.

[5]

(b) In the third part of *Gulliver’s Travels*, the adventurer encounters ‘a scheme for entirely abolishing all words whatsoever’ in the pursuit of ‘a universal language, to be understood in all civilised nations’. This episode is a parody of a very serious proposition made by John Wilkins (acting under the instruction of the newly formed Royal Society) which he put forward in *An Essay towards a Real Character, and a Philosophical Language* (1668).

Might we consider such a scheme advantageous? If so, how so? What, if anything, might be gained – or lost – by the abolition of ‘all words whatsoever’?

[15]

[Total mark for Question 1: 25]

Question 2: *START A NEW SHEET OF PAPER NOW*

Write a response, in whatever form seems appropriate, to ONE of the following.
It is recommended that you write no more than 700 words.

EITHER

- (a) Good character cannot be taught.

OR

- (b) Overall happiness of the population is the best measure of the progress of a society.

OR

- (c) Every problem presents an opportunity.

[Total mark for Question 2: 25]

END OF PAPER

Paper Notes: 13+ General Question Paper (13+ General Past Paper (2021))

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

Overview

This is **General Paper II** from the **Eton College King's Scholarship Examination 2021**, a rigorous assessment designed for candidates competing for academic scholarships at **Eton College**. The examination is aimed at **13+ pupils** (typically Year 8 students entering Year 9) and tests intellectual flexibility, critical thinking, and the ability to synthesise ideas across disciplines rather than knowledge of a single subject.

The paper is divided into two equally weighted questions, each worth **25 marks** and designed to be completed in approximately **45 minutes**. Question 1 explores linguistic manipulation and philosophy of language through George Orwell's concept of Newspeak, requiring candidates to demonstrate both analytical and creative skills. Question 2 offers a choice of three philosophical statements, inviting candidates to craft an extended response in any appropriate form.

This paper is particularly suited to academically gifted students who enjoy interdisciplinary thinking and are comfortable working with challenging literary and philosophical material. The questions reward originality, clarity of argument, and the ability to engage critically with abstract concepts. Unlike standard subject papers, this assessment prizes intellectual curiosity and the capacity to think independently about fundamental questions of language, ethics, and society.

How this paper is organised

The examination runs for **one and a half hours** and comprises **two compulsory questions**, each allocated equal marks. Candidates are instructed to spend approximately **45 minutes** on each question and must begin each answer on a new sheet of paper.

Question 1 is worth **25 marks** and is subdivided into parts (a) and (b). Part (a) itself splits into two sub-tasks: (i) translating five Newspeak phrases into Standard English (**5 marks**), and (ii) rendering a descriptive passage from Iris Murdoch's *The Sea*, the *Sea* into Newspeak (**5 marks**). Part (b) is a discursive essay question worth **15 marks**, asking candidates to evaluate a historical proposal for a universal language.

Question 2 is also worth **25 marks** and presents three philosophical statements, from which candidates select one and write a response of no more than **700 words** in any appropriate form. The three prompts address character education, societal progress

measured by happiness, and the relationship between problems and opportunities. This structure allows candidates to demonstrate breadth of thinking in Question 1 and depth of argument in Question 2.

Topics covered

- Analysis of George Orwell's Newspeak as a system of linguistic and ideological control from Nineteen Eighty-Four
- Translation between artificial and natural languages, requiring close reading of grammatical rules and vocabulary constraints
- Creative application of linguistic principles to literary prose, transforming Iris Murdoch's descriptive passage into a restricted vocabulary
- Evaluation of historical schemes for universal languages, including John Wilkins's 17th-century philosophical language project
- Critical thinking about the relationship between language, thought, and freedom, drawing on Swift's Gulliver's Travels and Enlightenment philosophy
- Extended argumentative or creative writing on abstract philosophical propositions about character, morality, and societal values
- Construction of persuasive essays responding to statements about teachability of virtue, utilitarianism, and optimism
- Synthesis of ideas across literature, philosophy, and linguistics within timed conditions
- Understanding of satire and parody as vehicles for serious intellectual critique in 18th and 20th-century literature

How to use this paper for revision

- Familiarise yourself with the appendix to **Nineteen Eighty-Four** ('The Principles of Newspeak') so that you can apply its grammatical rules accurately under time pressure.
- Practise translating between different linguistic registers and styles; try converting modern prose into simplified or archaic forms to build flexibility.
- Read widely in 18th and 20th-century satire, particularly Swift and Orwell, to understand how authors use fictional systems to critique real-world politics and ideology.
- Prepare for the essay question by revisiting classic philosophical debates: virtue ethics versus moral education, utilitarianism versus rights-based theories, stoicism versus fatalism.
- Time yourself writing 700-word responses to abstract statements; practise structuring arguments quickly, with clear opening and closing paragraphs.
- Revise literary and philosophical terminology so you can deploy concepts like 'linguistic determinism', 'empiricism', 'consequentialism' with precision.
- Work on integrating examples from multiple disciplines (literature, history, science) to demonstrate breadth and make your arguments more compelling.

Common mistakes to avoid

- Misreading the Newspeak grammatical rules and inventing affixes or constructions not described in the extract, leading to inaccurate translations.
- Spending too long on the 5-mark translation tasks in Question 1(a) and leaving insufficient time for the 15-mark discursive essay in part (b).
- Writing a purely descriptive or historical account of universal language schemes rather than engaging critically with the advantages and losses involved.
- In Question 2, failing to choose a clear position on the proposition and instead hedging or simply listing points for and against without synthesis.
- Exceeding the recommended 700-word limit for Question 2, which may suggest poor planning and dilute the clarity of the argument.
- Overlooking the instruction that responses to Question 2 may take 'whatever form seems appropriate', thus missing opportunities for creative approaches like dialogue or fictional framing.

Exam technique

Begin by reading both questions carefully and deciding which Question 2 prompt you will tackle, even though you may choose to answer Question 1 first. This ensures you allocate mental energy appropriately. In Question 1, move briskly through the translation exercises in part (a); they are worth only **5 marks each** and demand accuracy rather than extended analysis. Reserve the majority of your time for the **15-mark discursive question** in part (b), where depth of argument and quality of reasoning are paramount.

For Question 2, spend five minutes planning your structure before you begin writing. Decide on your central argument, sketch out two or three supporting points, and note any examples or counterarguments you will address. Aim to write approximately **650-700 words**, leaving time to reread and correct errors. If you choose a creative format (dialogue, letter, speech), ensure it still advances a clear intellectual position; examiners are assessing the quality of your thinking, not merely stylistic flair.

Pace yourself to finish both questions. If you find yourself struggling with Question 1(b), write a clear introduction and conclusion, even if your middle paragraphs are less developed, to demonstrate your overall line of reasoning. Always leave two or three minutes at the end to check spelling, punctuation, and that your candidate number appears on every sheet.

What to revise alongside this paper

To prepare for this paper, revise the political and philosophical context of **Orwell's Nineteen Eighty-Four**, including totalitarianism, propaganda, and the manipulation of language. Explore related dystopian literature such as Huxley's *Brave New World* and Zamyatin's *We*. Study the Enlightenment project of rational language design, particularly the work of **John Wilkins** and Leibniz, and read Book III of **Swift's Gulliver's Travels** to understand the satirical tradition in which these schemes are mocked.

For the essay writing in Question 2, strengthen your understanding of moral philosophy by reading introductory texts on virtue ethics (Aristotle), deontology (Kant), and utilitarianism (Mill and Bentham). Consider modern debates about happiness indices, character education in schools, and the role of resilience and growth mindset in overcoming challenges. Practise writing structured arguments on abstract propositions, drawing on examples from history, literature, and current affairs.

Finally, develop your ability to write fluently under time pressure. Work through past King's Scholarship and similar scholarship papers from other independent schools, and seek feedback on your clarity, originality, and depth of reasoning.

Key terms

Newspeak, Ingsoc, Linguistic determinism, Parts of speech (noun, verb, adjective, adverb), Affixes (un-, plus-, doubleplus-, -ful, -wise), Universal language, Philosophical language, Satire, Parody, Character education, Utilitarianism, Consequentialism, Virtue ethics, Societal progress, Optimism and adversity

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