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Eton College 13+ Latin 2023

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01 Question Paper

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

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Eton College King's Scholarship Examination 2023

LATIN

(One and a half hours)

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

*Answer Question 1 and **either** Question 2 **or** Question 3.*

Do not turn over until instructed to do so.

Answer Question 1 and ONE other question.

1. Answer all the questions on the following passage.

Decebalus, a man from Dacia (modern-day Romania), proves himself to be a cunning and troublesome opponent of the Romans.

Decebalus rex Daciae triginta annos fuerat. tum provinciam vicinam Romanorum oppugnare subito constituit. copiis collectis, trans flumen Istrum ponte progressus, mox ostendit se audaciorem hostem quam omnes alios futurum esse. postquam domum regressus est, pons a Romanis quam celerrime deletus est. 1

Decebalus autem, cum hiems tandem advenisset, flumen transire poterat quod gelidum factum erat. ille cum paucis Romanos ignaros oppugnavit. hi, toto oppido incenso, et plurimos cives ibi habitantes necaverunt et multum cibi pecuniaeque abstulerunt. 5

his Romae auditis, Imperator sociis convocatis imperavit ut exercitum maximum, Tettio Juliano duce, in Daciam mitterent et incolas saevos superarent. itaque ille, itinere ad Istrum facto, suos hortatus est ut pontem deletum iterum aedificarent. postea, dum longum bellum geritur, multa proelia fortiter pugnata sunt. illi qui aderant dicunt Romanos victuros a Decebalo falsos esse. nam Romani crediderunt Decabalum multo maiorem exercitum quam re vera habere. sed Decabalus arma in parvis arboribus, ut milites simularent et Romanos magnopere terrerent, poni iusserat. 10 13

Names

| | |
|------------------------------------|---|
| <i>Decebalus, -i (m)</i> | Decebalus |
| <i>Dacia, -ae (f)</i> | Dacia |
| <i>Ister, Istri (m)</i> | Danube |
| <i>Tettius -i, Julianus -i (m)</i> | Tettius Julianus (a military commander) |
| <i>Dacii, -orum (m)</i> | the Dacians |

Vocabulary

| | |
|--|---|
| <i>provincia, -ae (f)</i> | province (a region of the Roman Empire) |
| <i>vicinus, -a, -um</i> | neighbouring |
| <i>pons, pontis (m)</i> | bridge |
| <i>hiems, hiemis (f)</i> | winter |
| <i>gelidus, -a, -um</i> | frozen, icy |
| <i>ignarus, -a, -um</i> | unaware |
| <i>incendo, incendere, incendi, incensum</i> | I set on fire |
| <i>aufero, auferre, abstuli</i> | I steal |
| <i>Imperator, Imperatoris (m)</i> | the Emperor |
| <i>fallo, fallere, fefelli, falsum</i> | I deceive, trick |
| <i>re vera</i> | 'in reality' |
| <i>arbor, arboris (f)</i> | tree |
| <i>simulo (1)</i> | I impersonate, mimic, simulate |

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- (a) Translate the whole passage into English, *writing your translation on alternate lines*. [40]
- (b) Make the following nouns plural, leaving the case unchanged:
(i) flumen (line 2)
(ii) duce (line 8)
(iii) exercitum (line 12) [3]
- (c) Give one example from the passage of each of the following:
(i) an adverb
(ii) a comparative adjective
(iii) a pronoun
(iv) a present participle
(v) a perfect deponent participle
(vi) a perfect passive indicative verb [6]
- (d) Give the first person singular of the present indicative of the following verbs:
(i) futurum esse (line 3)
(ii) poterat (line 5)
(iii) crediderunt (line 11) [3]
- (e) Explain why these verbs are subjunctive:
(i) advenisset (line 5)
(ii) terrerent (line 13) [2]
- (f) State **and** explain the cases of the following words:
(i) oppido (line 6)
(ii) cibi (line 7)
(iii) Decebalum (line 12) [6]

[Total for question 1: 60]

Now Answer EITHER Question 2 OR Question 3

Please Turn Over

Answer EITHER Question 2 OR Question 3

2. *Read the following passage, then answer the questions which follow. Do not translate unless instructed to do so.*

The famous Roman orator Cicero delivers a speech accusing Catiline, a fellow Roman, of plotting a rebellion.

quam diu, Catilina, furorem tuum ferre debemus? dei immortales! in qua urbe habitamus? quis nescit te consilia scelesta non solum contra me sed etiam contra totam urbem Romam cepisse? 1

nam ego ipse et milites et cives omnes intellegunt te saevissimum hominum esse. nonne audis sentisque omnia consilia tua aperta esse? per deos iuro te poenas daturum esse propter plurima mala. quae civibus in hoc foro nunc ostendam. 5

scio te media nocte amicos comitesque in tuam villam collegisse et te, periculum mortemque urbis nostrae sacrae magnopere cupientem, me in meo lectulo occidere conatum esse. his credere vix poteram sed nihilominus fortissimis custodibus domum defendi. etiam multi principes, cum audivissent te omnes interfecturum esse, urbem sine mora reliquerunt non ut se ipsos servarent sed ut consilia tua impedirent. nunc tu videre potes me hanc urbem defendere acrius quam te delere conari. 10

his igitur omnibus auditis, fratres mei, nolite pati Catilinam, scelestissimum omnium illorum qui in hac terra umquam habitaverunt, sed illum punite. 12

Names

Catilina, -ae (m) Catiline

Vocabulary

| | |
|---|---------------------------|
| <i>quam diu</i> | for how long? |
| <i>furor, furoris (m)</i> | madness |
| <i>immortalis, -e</i> | immortal |
| <i>nescio, nescire, nescivi, nescitum</i> | I do not know |
| <i>scelestus, -a, -um</i> | wicked |
| <i>intellego, intellegere, intellexi, intellectum</i> | I understand |
| <i>sentio, sentire, sensi, sensum</i> | I sense, feel |
| <i>apertus, -a, -um</i> | uncovered, open |
| <i>iuro (I)</i> | I swear |
| <i>poenas do (I)</i> | I pay the penalty |
| <i>scio, scire, scivi, scitum</i> | I know |
| <i>lectulus, -i (m)</i> | little bed |
| <i>vix</i> | scarcely |
| <i>nihilominus</i> | nevertheless |
| <i>impedio, impedire, impedivi, impeditum</i> | I impede, hinder, prevent |
| <i>acer, acris, acre</i> | keen |
| <i>umquam</i> | ever |

- (a) *quam diu... habitamus* (line 1): translate these words, **writing your answer on alternate lines.** [4]
 (b) *quis nescit... cepisse* (lines 1-2): what is Catiline alleged to have done? [3]
 (c) *nam ego... hominum esse* (line 3):
 (i) who else, according to Cicero, shares his beliefs about Catiline? [2]
 (ii) what is their shared belief? [1]

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- (d) *nonne audis... aperta esse* (lines 3-4): what does Cicero ask Catiline? [2]
- (e) *per deos... ostendam* (lines 4-5): what does Cicero declare in these lines? [3]
- (f) *scio... conatum esse* (lines 6-7): [6]
- (i) what does Cicero accuse Catiline of doing? Include all relevant details.
- (ii) *te... me in meo lectulo occidere conatum esse*: turn this *indirect* speech into *direct* speech by writing down the correct form of the **Latin verb** to complete the sentence:
tu... me in meo lectulo occidere [1]
- (g) *his credere... defendi* (lines 7-8): what do we learn about Cicero here? [2]
- (h) *etiam multi... impedirent* (lines 8-10): [2]
- (i) what did many leading men of the state decide to do? [2]
- (ii) why did they do this? Include all relevant details. [3]
- (i) *nunc tu... conari* (line 10): what does Cicero say in order to mock Catiline? [3]
- (j) *his igitur... punite* (lines 11-12): what does Cicero ask of the citizens here? Include all relevant details. [4]
- (k) From the passage above, provide an example **in Latin** of each of the following: [4]
- (i) a connecting relative
- (ii) an ablative absolute
- (iii) a prohibition
- (iv) a verb in the future tense

[Total for question 2: 40]

3. **Translate this passage into Latin, writing your translation on alternate lines. Do not attempt this question if you have already answered question 2.**

Hannibal finds a way to avoid the Romans.

After he set out from Spain with many soldiers, Hannibal entered Gaul. He was able to avoid the Romans for a long time but at last he was seen by the leader of an army which was marching towards Spain. When he discovered this, Hannibal angrily shouted: 'How many soldiers are there? And to where are they going? What sort of general do they have?' However, before his friends could reply, Hannibal came up with a plan. On the next day, after Hannibal had gathered his men together, he addressed them as follows: 'We will go into the mountains. The Romans will not follow us to that place on account of the winds, storms and difficulty of the roads. From there, we shall go to Rome itself. This will be the greatest reward for us.'

Names

| | | | |
|----------|---------------------------------|------|------------------------|
| Spain | <i>Hispania, -ae (f)</i> | Gaul | <i>Gallia, -ae (f)</i> |
| Hannibal | <i>Hannibal, Hannibalis (m)</i> | | |

Vocabulary

| | | | |
|------------|--|-----------------|---------------------------------------|
| I avoid | <i>vito (1)</i> | what sort of? | <i>qualis, -e?</i> |
| I discover | <i>cognosco, -ere, cognovi, cognitum</i> | on the next day | <i>postridie</i> |
| how many? | <i>quot?</i> | difficulty | <i>difficultas, difficultatis (f)</i> |
| to where? | <i>quo?</i> | from there | <i>inde</i> |

[Total for question 3: 40]

[END OF PAPER]

Paper Notes: 13+ Latin Question Paper (13+ Latin Past Paper (2023))

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Overview

This is the **King's Scholarship Examination 2023 Latin paper** published by **Eton College** for candidates seeking entry into Year 9 (age 13+). The exam lasts **one and a half hours** and tests a range of Latin skills: comprehension, translation (both Latin to English and English to Latin), grammatical analysis, and close reading of classical texts.

The paper comprises three questions. **Question 1 is compulsory** and centres on a passage about Decebalus, the Dacian king who waged war against Rome, demanding full translation and detailed grammatical knowledge. Candidates then choose **either Question 2 or Question 3**. Question 2 presents an extract from Cicero's First Catilinarian oration and assesses comprehension through targeted English questions and grammatical identification. Question 3 is an **English-to-Latin prose composition** about Hannibal's Alpine campaign, testing the candidate's command of Latin syntax, vocabulary, and idiom.

This paper is aimed at high-achieving pupils in their final year of prep school Latin, typically those sitting for competitive scholarships at Eton. The topics and grammatical structures tested assume solid grounding in all standard Latin forms, including the full range of tenses, moods, participles, and case uses. The paper rewards both accuracy and stylistic sensitivity, particularly in the prose composition task.

How this paper is organised

The paper is organised into **three questions totalling 100 marks**. Question 1 is worth **60 marks** and subdivides into six parts (a) to (f). Part (a) alone carries 40 marks for the translation of a 13-line narrative passage, with the remaining 20 marks distributed across grammatical exercises: forming plurals, identifying parts of speech, conjugating verbs, explaining subjunctive usage, and analysing case functions.

Candidates then select one of two options. **Question 2 (40 marks)** is a comprehension exercise on a Cicero passage, with eleven sub-questions (a) to (k) testing translation of selected phrases, understanding of content, conversion of indirect to direct speech, and identification of specific grammatical constructions such as connecting relatives, ablative absolutes, prohibitions, and future verbs.

Question 3 (40 marks) offers an alternative: a continuous English-to-Latin prose passage of roughly 140 words about Hannibal. This tests the candidate's ability to

render idiomatic English into correct, fluent Latin prose. Vocabulary aids are provided for proper names and a handful of less common terms (e.g. *difficultas*, *postridie*, *inde*). Candidates are reminded to write translations on alternate lines throughout the paper.

Topics covered

- Translation of Latin narrative prose into clear, accurate English (Decebalus passage, 40 marks)
- Formation of noun plurals across different declensions while retaining case (e.g. *flumen*, *dux*, *exercitus*)
- Identification of adverbs, comparative adjectives, pronouns, present participles, perfect deponent participles, and perfect passive indicative verbs within continuous text
- Conjugation of irregular verbs (*sum*, *possum*, *credo*) into the first person singular present indicative
- Explanation of subjunctive mood in *cum*-clauses (temporal-causal) and purpose clauses (*ut* + subjunctive)
- Analysis and explanation of Latin cases: ablative absolute, genitive partitive, and accusative direct object
- Comprehension of classical oratory (Cicero's First Catilinarian) through targeted content questions in English
- Conversion of indirect speech (accusative + infinitive) into direct speech with correct verb forms
- Identification of advanced grammatical constructions: connecting relatives (*qui* = *et is*), ablative absolutes, prohibitions (*nolite* + infinitive), and future tenses
- English-to-Latin prose composition, rendering idiomatic English narrative into correct Latin syntax, vocabulary, and idiom (Hannibal passage)

How to use this paper for revision

- Practise translating continuous narrative passages that include military or historical vocabulary. The Decebalus and Hannibal passages both draw on campaigns, geography, and tactical language common in Caesar and Livy.
- Drill noun and adjective declensions until plural formation (especially in neuter nouns and third declension) becomes automatic. Mistakes in basic morphology cost marks even when the meaning is understood.
- Revise all uses of the subjunctive mood systematically: purpose clauses, indirect commands, cum-clauses, result clauses, and indirect questions. Be able to explain why a verb is subjunctive, not just spot it.
- For prose composition, read the whole English passage first and plan your Latin sentence structure before you begin writing. Avoid translating word-by-word; aim for natural Latin word order and idiom.
- Memorise the principal parts of common irregular verbs (sum, possum, fero, eo, volo, nolo, fio) and deponent verbs (conor, sequor, loquor, morior, patior). These appear frequently and are easy marks if you know them.
- Practise converting indirect speech into direct speech and vice versa. Pay close attention to changes in person, tense, and mood, particularly with the accusative and infinitive construction.
- When identifying grammatical features, cite the Latin word or phrase exactly as it appears in the text. Precision matters: examiners want evidence you can locate and label forms accurately.

Common mistakes to avoid

- Mistranslating deponent verbs as passive. Remember that *progressus*, *regressus*, *conatus* are all active in meaning despite their passive forms.
- Confusing the ablative absolute with other ablative uses. An ablative absolute must contain a noun (or pronoun) and a participle, both in the ablative, and be grammatically detached from the main clause.
- Failing to distinguish between *cum* as 'when' (+ indicative or subjunctive) and *cum* as 'with' (+ ablative). Context and verb mood are the key indicators.
- In prose composition, using English word order or forgetting that Latin relies on case endings rather than position. Subjects need not come first; objects often precede their verbs for emphasis.
- Overlooking that superlative adjectives in *-issimus* can also be translated as 'very' (e.g. *saevisissimum* = 'very savage' as well as 'most savage'), depending on context.
- Writing careless principal parts. If asked for the first person singular present of *poterat*, the answer is *possum*, not 'posso' or 'poteo'. Know your irregular verbs cold.

Exam technique

Start with **Question 1 part (a)**, the 40-mark translation, as it is the most substantial single task. Allocate roughly 35 to 40 minutes to this section, working through the passage sentence by sentence and checking each clause for sense and grammar before moving on. Underline or note tricky constructions (ablative absolutes, indirect statements, subjunctives) as you go, so you can return to them if time allows.

For the grammatical questions in 1(b) to 1(f), work briskly but carefully. These are worth fewer marks individually, but accuracy is crucial. If you are stuck on identifying a particular construction, leave it and return after completing your chosen Question 2 or 3. In **Question 2**, read the Cicero passage through once for overall sense before answering the English comprehension questions. Quote the Latin where asked, and keep answers concise but complete. In **Question 3**, draft a rough Latin version in the margin or on scrap paper if time permits, checking case endings, verb agreements, and word order before writing your final answer on alternate lines.

Manage your time so that you leave at least five minutes at the end to re-read your translation and prose work. Small slips (a nominative where an accusative is needed, or *suos* for *suas*) are easy to correct on a second pass and can make the difference of several marks. If you run short of time, prioritise completing the high-value tasks (the main translation and your chosen Question 2 or 3) over polishing every sub-question.

What to revise alongside this paper

To prepare fully for this paper, revise all five declensions of nouns and adjectives, with particular attention to irregular and third-declension forms. Make sure you can decline *res*, *dies*, *urbs*, *flumen*, *mare*, and *civis* confidently, as these appear frequently in both set texts and unseen passages. Review all four conjugations and the principal parts of common irregular and deponent verbs, including *sum*, *possum*, *eo*, *fero*, *volo*, *nolo*, *fiō*, and deponents such as *conor*, *loquor*, *sequor*, *morior*, and *patior*.

Practise translating continuous passages from historians such as Caesar, Livy, and Nepos, as well as excerpts from Cicero's speeches and letters. These authors provide the stylistic and thematic background for both the Decebalus and Catiline passages. For prose composition, work through graded exercises that move from simple sentences to complex narrative, focusing on natural Latin idiom, subordinate clauses, and the use of participles to convey English clauses economically.

Finally, if you are aiming for a King's Scholarship at Eton, extend your reading to more challenging authors (Virgil, Ovid, Tacitus) and practise unprepared translation and verse scansion. The scholarship papers often assume broader literary and cultural knowledge than the standard entrance exam, so familiarity with Roman history, mythology, and rhetorical techniques will serve you well.

Key terms

Ablative absolute, Accusative and infinitive (indirect statement), Subjunctive mood, Deponent verb, Purpose clause (ut + subjunctive), Cum-clause (temporal or causal), Connecting relative, Perfect passive indicative, Comparative adjective, Genitive partitive, Direct and indirect speech, Principal parts, Prose composition, Case function (nominative, accusative, genitive, dative, ablative), Present participle

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