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Eton College 13+ Latin 2024

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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 2024

LATIN

(90 minutes)

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 about the following passage. You are expected to work out the meanings of words in bold print.*

Two brothers fight over the kingship of the Greek city of Thebes.

cives urbis Thebarum, post exsilium regis, regem novum legere non poterant. itaque Polynices, unus filiorum regis **expulsi**, civibus persuasit ut fratrem suum, Eteoclem nomine, regem facerent unum annum, et postea potestatem sibi unum annum darent. haec locutus ex urbe quam celerrime egressus est. itinere longo facto, in urbem aliam tandem acceptus est.

Eteocles tamen, dum Polynices abest, civibus fratrem suum hostem urbis nunc esse nuntiavit, **promittens** se eum domum **regressum** necaturum esse. interea Polynices multos amicos sociosque invenerat. perfidia fratris cognita, iratus comitibus **convocatis** imperavit ut Thebas magno cum exercitu redirent: 'solum poterimus' inquit 'hanc urbem capere cum plurimis militibus, quod Thebis septem portae sunt.' 5

socii his auditis statim pugnare cupiebant. vates autem cui dei magnopere favebant, sciebat 10
ducem copiarum in proelio moriturum esse. Polynicem igitur hortari conabatur ne bellum contra fratrem gereret, sed frustra. maxima pars exercitus fortiter pugnans deleta est. forte Eteocles ipse, cum Polynicem interfecisset, **graviter** vulneratus prope fratrem etiam mortuus est.

Names

<i>Thebae, Thebarum</i> (f)	Thebes (a city in north-eastern mainland Greece)
<i>Polynices, Polynicis</i> (m)	Polynices
<i>Eteocles, Eteoclis</i> (m)	Eteocles

Vocabulary

<i>exsilium, -i</i> (n)	exile, banishment
<i>potestas, potestatis</i> (f)	power
<i>promitto, promittere, promisi, promissus</i>	promise
<i>perfidia, -ae</i> (f)	treachery
<i>cognosco, cognoscere, cognovi, cognitus</i>	get to know, hear about
<i>solum</i>	only
<i>porta, -ae</i> (f)	gate
<i>vates, vatis</i> (m)	prophet, priest, soothsayer
<i>faveo, favere, favi</i> (+ dat)	favour, support
<i>scio, scire, scivi, scitus</i>	know

LATIN

- a) Translate the whole passage into English, *writing your translation on alternate lines*. [40]
- b) Make the following nouns plural, leaving the case unchanged: [2]
- i) regis (line 2)
 - ii) ducem (line 11)
- c) Make the following noun singular, leaving the case unchanged: [1]
- i) civibus (line 5)
- d) Give one example from the passage of each of the following: [6]
- i) an adverb
 - ii) a superlative adjective
 - iii) a pronoun
 - iv) a present participle
 - v) a perfect deponent participle
 - vi) a perfect passive indicative verb
- e) Give the first person singular of the present indicative of the following verbs: [3]
- i) necaturum esse (line 6)
 - ii) poterimus (line 8)
 - iii) mortuus est (line 13)
- f) Explain why these verbs are subjunctive: [2]
- i) redirent (line 8)
 - ii) interfecisset (line 13)
- g) State and explain the cases of the following words: [6]
- i) filiorum (line 2)
 - ii) haec (line 3)
 - iii) comitibus (line 7)

[Total for question 1: 60]

Now answer EITHER Question 2 OR Question 3

Answer EITHER Question 2 (below) OR Question 3 (on page 6)

2. **Read the following passage, then answer the questions which follow. Do not translate unless instructed to do so. You are expected to work out the meanings of words in bold print.**

Lucius Cinna, a former enemy of the Emperor Augustus, is discovered plotting against him, but is spared after the intervention of Augustus' wife, Livia.

Augustus princeps multos annos fuerat. cum in Gallia maneret, nuntiatum est Lucium Cinnam, quamquam Augustus ei multa dona dederat, eum necare constituisse. principi in animo habenti se iuvenem nobilem punire debere, uxor, Livia nomine, appropinquavit. 'accipiesne' inquit 'meum consilium? parce Cinnae. iam captus nocere tibi non potest. multi antea te crudeliter agentem necare volebant; nunc tamen, ubi omnes te clementem esse viderunt, inimicos nullos 5 habebis.' ille quo audito laetissimus uxori gratias egit. imperavit custodibus ut Cinnam solum ad se ducerent. omnibus e cubiculo emissis, cum secundam Cinnae importari cathedram iussisset, 'noli' inquit 'me loquentem interpellare, nec medio sermone meo **exclamare**.'

omnibus de coniuratione dictis princeps 'vitam' inquit 'tibi, Cinna, iterum **reddo**. primum hostis fueras, deinde insidiator eras; nunc spero nos **amicitiam** ex hoc die habituros esse. solum unum 10 certamen inter nos erit: quis fidelior alteri erit?' postea princeps Cinnae favebat, et ne inimici quidem contra Augustum coniurationem parare conati sunt.

Names

<i>Augustus, -i (m)</i>	Augustus
<i>Gallia, -ae (f)</i>	Gaul
<i>Lucius Cinna, Lucii Cinnae (m)</i>	Lucius Cinna (sometimes referred to as 'Cinna')
<i>Livia, Liviae (f)</i>	Livia

Vocabulary

<i>animus, -i (m)</i>	mind
<i>consilium, -i (n)</i>	advice
<i>parco, parcere, pepercit (+ dat)</i>	spare
<i>noceo, nocere, nocui (+ dat)</i>	harm
<i>ago, agere, egi, actus</i>	act, do
<i>clemens, clementis</i>	merciful
<i>inimicus, -i (m)</i>	(personal) enemy
<i>nullus, -a, -um</i>	not any, no
<i>gratias ago</i>	give thanks
<i>cubiculum, -i (n)</i>	private chamber
<i>cathedra, -ae (f)</i>	seat, chair
<i>interpello, interpellare, interpellavi</i>	interrupt
<i>sermo, sermonis (m)</i>	speech
<i>coniuratio, coniurationis (f)</i>	conspiracy
<i>vita, -ae (f)</i>	life
<i>insidiator, insidiatoris (m)</i>	conspirator, traitor
<i>certamen, certaminis (n)</i>	contest, conflict
<i>fidelis, -e</i>	loyal, faithful
<i>alter, altera, alterum (dat – alteri)</i>	the other
<i>faveo, favere, favi (+ dat)</i>	favour, support
<i>ne... quidem</i>	not even

LATIN

- a) *Augustus... constituisse* (lines 1-2):
- i) What happened when Augustus was staying in Gaul? [2]
 - ii) Why might this turn of events have been surprising to him? [2]
- b) *principi... appropinquavit* (lines 2-3). What was Augustus considering? [1]
- c) *'accipiesne... non potest'* (lines 3-4):
- i) What does Livia ask Augustus? [1]
 - ii) How does she persuade him that this will be a safe course of action? [2]
- d) Translate '*multi antea te crudeliter agentem necare volebant; nunc tamen, ubi omnes te clementem esse viderunt, inimicos nullos habebis.*' (lines 4-6) on alternate lines. [5]
- e) How does Augustus react to Livia's advice, in line 6? [1]
- f) Using information from *imperavit custodibus... catheDRAM iussisset* (lines 6-7), give as much detail as possible about how Augustus sets up his meeting with Cinna. [4]
- g) *'noli... sermone meo exclamare.'* (line 8). What are Augustus' instructions to Cinna? [2]
- h) *'vitam' inquit 'tibi, Cinna, iterum **reddo**. primum hostis fueras, deinde insidiator eras; nunc spero nos **amicitiam** ex hoc die habituros esse.'* (lines 9-10): explain what Augustus means in these lines. [5]
- i) *'solum unum certamen... fideliior alteri erit?'* (lines 10-11). What sort of rivalry does Augustus want? [2]
- j) Describe the results of Augustus' and Cinna's conversation, as described in lines 11-12. [3]
- k) Do you think Augustus was wise to follow Livia's advice? Explain your answer with specific reference to the Question 2 passage you have just read. [2]
- l) From the Question 2 passage above, state and explain the case of the following: [3]
- i) *ei* (line 2)
 - ii) *habenti* (line 2)
 - iii) *nos* (line 10)
- m) From the Question 2 passage above, find examples of the following: [2]
- i) an ablative absolute
 - ii) a verb in the subjunctive mood
- n) *imperavit custodibus ut Cinnam solum ad se ducerent* (lines 6-7): turn this *indirect* command into a *direct* command by writing down the correct Latin words to complete the sentence:
 'o custodes! _____ Cinnam solum ad ____!' [2]
- o) *'noli' inquit 'me loquentem interpellare'* (line 8): turn this *direct* command into an *indirect* command by writing down the correct Latin words to complete the sentence:
 Augustus Cinnae imperavit ____ se loquentem _____ [1]

[Total for question 2: 40]

LATIN

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

The historian Tacitus recounts the disastrous Great Fire of Rome.

The fire was destroying the houses near the Circus Maximus; soon the wind drove it towards the centre of the city. Many tried to flee across the river, but the flames followed and overwhelmed them. Some had decided to die and were lying down in the streets; others, who had not been able to lead their wives and children out of danger, were weeping.

When Nero heard about the fire, he set out to Rome at once. He opened the gates of his own gardens to bring help to the crowds of citizens, and also ordered shelters to be built on behalf of those who had escaped the flames. Although lots of food had been brought from the nearest towns, the citizens were very angry. Many men said that, while the city was burning, Nero had sung about the destruction of Troy.

Names

Circus Maximus

Circus Maximus, Circi Maximi (m)

Nero

Nero, Neronis (m)

Rome

Roma, -ae (f)

Troy

Troia, -ae (f)

Vocabulary

fire

incendium, -i (n)

flame

flamma, -ae (f)

lie down

iaceo, iacere, iacui

weep

lacrimo, lacrimare, lacrimavi

open

aperio, aperire, aperui, apertus

gate

porta, -ae (f)

garden

hortus, -i (m)

shelter

subitarium, -i (n)

on behalf of

pro (+ abl)

nearest

proximus, -a, -um

burn, be on fire

ardeo, ardere, arsi

destruction

exitium, -i (n)

[Total for question 3: 40]

[END OF PAPER]

Paper Notes: 13+ Latin Question Paper (13+ Latin Past Paper (2024))

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Overview

This is the **Eton College King's Scholarship Examination 2024** paper for **Latin**, set for candidates sitting the **13+ entrance examination**. The paper has a time limit of **90 minutes** and tests a broad range of Latin competencies, from precise translation and grammatical knowledge to comprehension of unseen passages and, optionally, English-to-Latin composition. It is designed for students at the top end of preparatory school Latin, typically Year 8 pupils seeking a scholarship place at Eton.

The paper is divided into **three questions**, though candidates answer only two: the compulsory Question 1 (worth 60 marks) and a choice between Question 2 (comprehension and language questions on a passage about the Emperor Augustus and Lucius Cinna) or Question 3 (an English-to-Latin prose translation about the Great Fire of Rome). Both optional questions carry 40 marks. The texts are drawn from classical and historical sources, offering a mix of mythological narrative, historical anecdote, and rhetorical prose.

This paper suits ambitious candidates preparing for scholarship-level Latin at independent schools. It assumes confident handling of complex syntax (subjunctives, participles, ablative absolutes), a mature vocabulary, and the ability to infer meanings of unfamiliar words from context. The choice between comprehension and prose composition in the second half allows candidates to play to their strengths.

How this paper is organised

The paper opens with **Question 1**, a compulsory unseen translation and language question worth **60 marks in total**. Candidates translate a 13-line Latin passage about the brothers Polynices and Eteocles fighting for the kingship of Thebes, then answer seven sub-questions covering morphology (pluralising and singularising nouns), identification of parts of speech (adverbs, superlatives, pronouns, participles), verb forms, subjunctive mood, and case usage. A vocabulary list and proper-name glossary are provided, but words in bold print must be deduced from context.

Candidates then choose **either Question 2 or Question 3**, each worth **40 marks**. Question 2 presents a 12-line passage about Augustus and Cinna, with eleven sub-questions testing comprehension, translation of a single sentence, grammatical analysis (case usage, ablative absolutes, subjunctive mood), and conversion between direct and

indirect commands. Question 3 is an **English-to-Latin prose translation** of a passage from Tacitus on the Great Fire of Rome, requiring candidates to render nine sentences of English narrative into idiomatic classical Latin using a supplied vocabulary.

The rubric is clear: candidates must write their candidate number on every sheet and use alternate lines for all translation work. The paper is printed on six pages and ends with an explicit instruction not to turn over until told to do so, ensuring a controlled start.

Topics covered

- Translation of continuous Latin prose drawn from mythological and historical narrative sources
- Morphology: forming plural and singular nouns across different declensions while preserving case
- Identification and use of parts of speech: adverbs, superlative adjectives, pronouns, present and perfect deponent participles
- Conjugation of verbs: deriving the first person singular present indicative from future active infinitives, future tense forms, and perfect deponent constructions
- Subjunctive mood: recognising and explaining uses of the imperfect subjunctive in indirect commands and the pluperfect subjunctive in cum clauses
- Case syntax: genitive of possession, accusative of direct object, dative and ablative after specific prepositions and verbs
- Comprehension of unseen Latin passages with questions requiring close reading, inference, and explanation in English
- Conversion between direct and indirect commands, including correct use of ut and the subjunctive
- Translation from English into classical Latin prose, requiring mastery of vocabulary, word order, tense sequence, and idiomatic expression
- Contextual vocabulary deduction: working out the meanings of unfamiliar Latin words from their sentence context

How to use this paper for revision

- Revise all five declensions thoroughly, paying special attention to third-declension nouns of different genders and their genitive plural forms, which often appear in case-identification questions.
- Practise translating unseen passages under timed conditions, aiming to complete a 13-line passage in about 35 minutes to leave sufficient time for the language questions.
- Build a strong command of participles (present active, perfect passive, perfect deponent) and be able to spot them quickly in prose, as they frequently form ablative absolutes and other condensed constructions.
- Familiarise yourself with the common uses of the subjunctive mood, especially in indirect commands (ut + subjunctive), purpose clauses, and cum clauses, as these are tested both in translation and in explicit grammar questions.
- If attempting the prose composition (Question 3), study model passages from Tacitus and other historians to absorb the rhythms and syntax of classical historical narrative, noting typical word order and the use of connecting particles.
- Keep a vocabulary notebook of verbs that take the dative (faveo, noceo, parco, etc.) and those that form deponent perfects, as these often catch candidates out in morphology questions.
- Read the rubric carefully: write on alternate lines for all translations, and if a question asks you to 'state and explain' a case, give both the name (e.g. genitive) and the syntactic reason (e.g. possession, partitive, objective).

Common mistakes to avoid

- Confusing perfect passive participles with perfect deponent participles: *mortuus* looks passive but is deponent from *morior*, so translates actively ('having died').
- Failing to check the case of a noun before changing its number: candidates sometimes switch case accidentally when pluralising or singularising, especially with third-declension accusatives and ablatives.
- Mistranslating *cum* clauses: *cum* + subjunctive usually means 'when' or 'since' (circumstantial or causal), not 'with', which requires the ablative alone.
- Overlooking the dative case after verbs like *faveo*, *noceo*, and *parco*, leading to incorrect case identification and mistranslation.
- In prose composition, using English word order or forgetting that Latin places the verb at or near the end of the clause, resulting in un-idiomatic Latin.
- Rushing the language questions in Question 1: these are worth 20 marks collectively and require precision, so candidates who spend all their time on the 40-mark translation often lose easy marks here.

Exam technique

Begin with **Question 1**, as it is compulsory and carries the largest single mark allocation. Translate the passage first, writing on alternate lines and keeping your English clear and accurate; aim to spend about 35 to 40 minutes on this. Then tackle the seven sub-questions methodically, referring back to the Latin text for each answer. These questions reward precision, so take time to check verb forms and case explanations carefully.

Next, choose between **Question 2 and Question 3** based on your strengths. If comprehension and grammatical analysis suit you better, pick Question 2; if you are confident in composing idiomatic Latin prose, attempt Question 3. For Question 2, read the passage through once before answering any questions, underlining key words and noting grammatical constructions (ablative absolutes, indirect statements, subjunctives). Answer questions in order, but if a translation or explanation stumps you, move on and return later. For Question 3, draft a rough Latin version first, checking vocabulary, case agreements, and tense sequences before writing out your fair copy on alternate lines.

Pace yourself: you have 90 minutes in total, so allocate roughly 50 minutes to Question 1 and 40 minutes to your chosen optional question. Leave five minutes at the end to re-read your translations, checking for slips in case endings, verb conjugations, and

agreement. If you finish early, revisit the language questions in Question 1, as these are often where marks are lost through haste.

What to revise alongside this paper

Strengthen your knowledge of **indirect speech** and the **accusative and infinitive construction**, as these often appear in scholarship-level comprehension passages and require confident handling of tense sequence. Revisit the full range of subordinate clause types (purpose, result, concessive, temporal, causal) and their typical moods, since examiners expect fluent recognition and correct translation of these structures.

If you are preparing for prose composition, read widely in **Caesar's Gallic War** and **Livy's Ab Urbe Condita** to absorb the syntax and vocabulary of narrative Latin. Pay particular attention to how Latin expresses time, motion, and agency, as these are frequent stumbling blocks. Practise converting short English paragraphs into Latin weekly, varying the subject matter between military narrative, historical biography, and descriptive writing.

Beyond this paper, explore **Roman history and mythology** more deeply. Familiarity with stories like the Seven Against Thebes, the reign of Augustus, and the Great Fire of Rome not only aids comprehension but also enriches your understanding of the cultural and literary contexts that inform the texts you translate. Scholarship candidates are expected to bring background knowledge to their reading, so use this paper as a springboard into wider classical study.

Key terms

Ablative absolute, Indirect command, Subjunctive mood, Deponent verb, Perfect participle, Present participle, Genitive case, Dative case, Superlative adjective, Pluperfect subjunctive, Imperfect subjunctive, Direct command (imperative), Case syntax, Prose composition

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