



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education
Advanced Subsidiary Level and Advanced Level

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CLASSICAL STUDIES

9274/11

Paper 1 Greek Civilisation

October/November 2011

1 hour 30 minutes

Additional Materials: Answer Booklet/Paper

* I 3 I 5 9 2 7 8 2 I *

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use a soft pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

There are **four** sections in this paper.

Each section is worth 25 marks.

You must answer **two** questions. Choose **one** question from **two** different sections.

You should spend 45 minutes on each section.

You are reminded of the need for good English and clear presentation in your answer.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **7** printed pages and **1** blank page.



SECTION ONE: ALEXANDER THE GREAT

Answer ONE of the following three questions.

EITHER

- 1 Read the passage below, and answer the questions which follow: [25]

After these events Alexander suddenly found himself passionately eager to visit the shrine of Ammon in Libya. One reason was his wish to consult the oracle there, as it had a reputation for infallibility, and also because Perseus and Heracles were supposed to have consulted it, the former when he was sent by Polydectes to slay the Gorgon, the latter during his journeys in Libya and Egypt in search of Antaeus and Busiris. But there was also another reason: Alexander longed to equal the fame of Perseus and Heracles; the blood of both flowed in his veins, and just as legend traced their descent from Zeus, so he, too, had a feeling that in some way he was descended from Ammon. In any case, he undertook this expedition with the deliberate purpose of obtaining more precise information on this subject – or at any rate to say that he had obtained it. 5 10

(Arrian 3.3)

- (i) Briefly explain what happened when Alexander travelled to the temple of Siwah. [2]
- (ii) Apart from this incident, why did Alexander believe that he was descended from a god? [4]
- (iii) Apart from behaving as the son of Ammon-Ra, what else did Alexander do to make himself seem like a god? [4]
- (iv) Using this passage as a starting point, explain how Alexander used religion to strengthen his position and further his career. [15]

OR

- 2 If he had died before crossing the Hellespont, would Alexander have deserved to have been called 'the Great'? [25]

OR

- 3 How great was Alexander as a military leader? [25]

SECTION TWO: SOCRATES

Answer ONE of the following three questions.

EITHER

- 4 Read the passage below, and answer the questions which follow: [25]

Is there anyone in the world, Meletus, who believes in human matters, and not in human beings? Make him answer, gentlemen, and don't let him keep on making these continual objections. Is there anyone who does not believe in horses, but believes in equine matters? Or who does not believe in musicians, but believes in musical matters? No, there is not, my worthy friend. If you do not want to answer, I will supply it for you and for these gentlemen too. But the next question you must answer: Is there anyone who believes in supernatural matters and not in supernatural beings? 5

'No.'

How good of you to give a bare answer under compulsion by the court! Well, do you assert that I believe and teach others to believe in supernatural matters? It does not matter whether they are new or old; the fact remains that I believe in them according to your statement; indeed you solemnly swore as much in your affidavit. But if I believe in supernatural matters, it follows inevitably that I also believe in supernatural beings. Is not that so? It is; I assume your assent, since you do not answer. Do we not hold that supernatural beings are either gods or the children of gods? Do you agree or not? 10

'Certainly.'

(Plato, *Apology* 27)

- (i) Apart from Meletus, who else is prosecuting Socrates? [2]
 (ii) Apart from impiety, what other charge was brought against Socrates? [1]
 (iii) How large was the jury which tried Socrates? [1]
 (iv) Briefly explain Socrates' customary way of conducting a discussion. [3]
 (v) What example of the Socratic technique can be seen in this passage? How effective do you think this technique is here? [3]
 (vi) Using this passage as a starting point, explain how convincing you find Socrates' defence against the charge of impiety in the *Apology*. [15]

OR

- 5 '*Euthyphro* shows the best and worst aspects of the Socratic method.' Describe the Socratic method and explain how far you agree with this statement. [25]

OR

- 6 From your reading of the dialogues in *The Last Days of Socrates*, how far would you agree that Socrates was a man of high moral principles? [25]

SECTION THREE: ARISTOPHANES

Answer ONE of the following three questions.

EITHER

7 Read the passage below, and answer the questions which follow: [25]

LEADER: Now anyone who studies us from various points of view
Will find that we resemble wasps in everything we do.
No creature, to begin with, is more savage and irate,
When once provoked, than we are, or less easy to placate.
Observe our social structure and you'll see that it conforms 5
To that of wasps exactly – we are organized in swarms;
And according to the jury that we're privileged to be on
We buzz about the Archon's Court, or nest in the Odeon.
And some, like grublets in their cells, are packed around the wall:
They nod their heads, but otherwise they scarcely move at all. 10
Our economic system, too, is practical and neat:
By stinging all and sundry we contrive to make ends meet.
Of course we have our drones as well, dull stingless brutes who shirk
Their military duties, letting others do the work –
And sure enough they gobble up as much as they can get 15
Of the income we have earned them with no end of toil and sweat.
It makes us wild to think that those who've never raised a hand
Or risked a single blister to defend their native land
Can draw their pay with all the rest: I think the rule should be 20
That if you haven't got a sting you get no jury fee.

(Aristophanes, *Wasps*)

- (i) Name the section of the play from which this passage is taken. What is its purpose? [2]
- (ii) How are the Chorus dressed and what does this indicate about their nature? [2]
- (iii) How do the Chorus try to rescue Procleon (Philocleon) at the beginning of *Wasps*? [2]
- (iv) Explain the social and political messages that are conveyed in this passage. [4]
- (v) '*Wasps* would be just as effective without the Chorus.' To what extent do you agree with this opinion? [15]

OR

8 Explain how Dionysus contributes to the success of *Frogs*. [25]

OR

9 Which do you think is the funnier comedy, *Wasps* or *Frogs*? In your answer, you should discuss **both** plays. [25]



PLEASE TURN OVER FOR SECTION FOUR

SECTION FOUR: GREEK VASE PAINTING

Answer ONE of the following three questions.

EITHER

10 Study the images below, and answer the questions which follow:

[25]



Pot A



Pot B

- (i) Give the painter and date of **Pot A**. [2]
- (ii) Name **two** of the figures depicted in the scene on **Pot A**. How can the viewer identify these figures? [4]
- (iii) What is the name given to the shape of **Pot B**? For what purpose was this type of pot used? Give **two** ways in which it was suited to its purpose. [4]
- (iv) The painters of **Pot A** and **Pot B** adopted different approaches to the same story. Which painter's approach do you prefer, and why? In your answer you should include discussion of the composition and overall effect of both scenes. [15]



IMAGE A

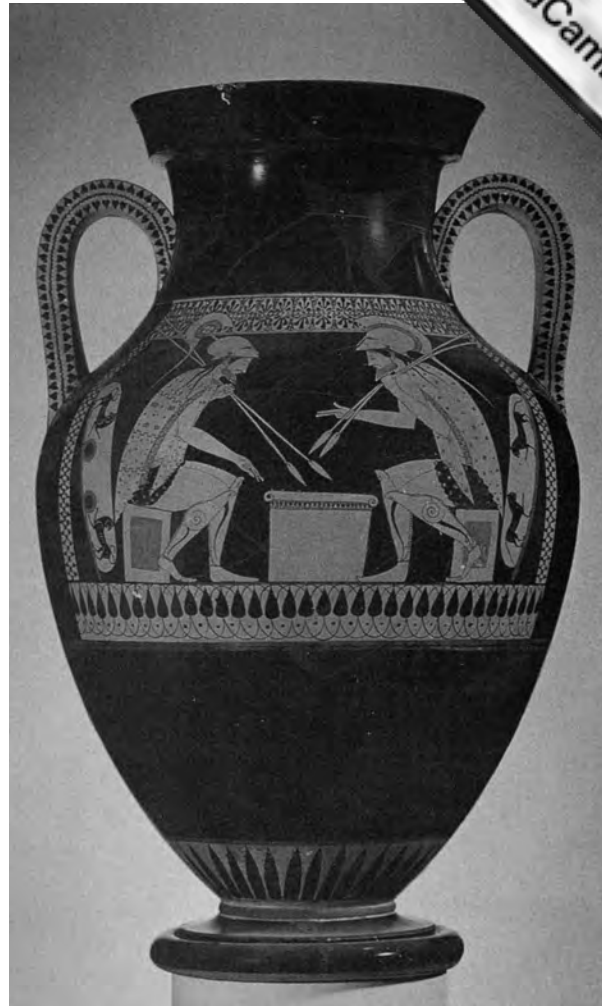


IMAGE B

Images of Ajax and Achilles playing a board game (Museum of Fine Arts Boston)

OR

- 11 Making reference to the works above, and to other appropriate works of your own choice, explain whether you prefer black-figure or red-figure pots. In your answer, you should refer to **at least three** examples from each technique. [25]

OR

- 12 Scenes of conflict were a popular theme for vase-painters. What opportunities and challenges did such scenes offer to vase-painters? In your answer, you should refer to specific details from some of the pots you have studied. [25]

Copyright Acknowledgments:

Section 1 Question 1
 Section 2 Question 4
 Section 3 Question 7
 Section 4 Question 10
 Section 4 Question 11

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