
CLASSICAL STUDIES

9274/13

Paper 1 Greek Civilisation

October/November 2019

1 hour 30 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

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.

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

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

SECTION ONE: ALEXANDER THE GREAT

Answer ONE of the following three questions.

EITHER

1 Read the passage below, and answer the questions which follow:

Alexander died in the 114th Olympiad, in the archonship of Hegesias at Athens. He lived, as Aristobulus tells us, thirty-two years and eight months, and reigned twelve years and eight months. He had great personal beauty, invincible power of endurance, and a keen intellect; he was brave and adventurous, strict in the observance of his religious duties, and hungry for fame. Most temperate in the pleasures of the body, his passion was for glory only, and in that he was insatiable. He had an uncanny instinct for the right course in a difficult and complex situation, and was most happy in his deductions from observed facts. In arming and equipping troops and in his military dispositions he was always masterly. Noble indeed was his power of inspiring his men, of filling them with confidence, and, in the moment of danger, of sweeping away their fear by the spectacle of his own fearlessness. When risks had to be taken, he took them with the utmost boldness, and his ability to seize the moment for a swift blow, before his enemy had any suspicion of what was coming, was beyond praise. No cheat or liar ever caught him off his guard, and both his word and his bond were inviolable. Spending but little on his own pleasures, he poured out his money without stint for the benefit of his friends. 5 10 15

(Arrian, *The Campaigns of Alexander* 7)

- (i) In which city and in which year did Alexander die? [2]
- (ii) On which river does this city stand? [1]
- (iii) To whom did Alexander say he was leaving his empire? [1]
- (iv) A number of Alexander's generals wished to become king after he died. Name **two** of them. [2]
- (v) Briefly describe how Alexander died. [4]
- (vi) Using this passage as a starting point, explain what you think were the main reasons for Alexander's military success. [15]

[Total: 25]

OR

2 'Alexander always treated his friends and allies badly, and his enemies well.' Explain how far you agree with this statement. [25]

OR

3 What do you think was the most important of Alexander's achievements? In your answer, you should consider a range of his achievements. [25]

SECTION TWO: SOCRATES

Answer ONE of the following three questions.

EITHER

4 Read the passage below, and answer the questions which follow:

‘So it is clear first of all in the case of physical pleasures that the philosopher frees his soul from association with the body (so far as is possible) in a way that other men don’t?’

‘It seems so.’

‘And most people think, do they not, Simmias, that a man who takes neither pleasure nor part in these things does not deserve to live, and that anyone who thinks nothing of pleasures connected with the body has one foot in the grave?’

‘That is perfectly true.’

‘Now take the acquisition of wisdom; is the body a hindrance or not, if one takes it into partnership to share an investigation? What I mean is this: is there any certainty in human sight and hearing, or is it true, as the poets are always dinning into our ears, that we neither hear nor see anything accurately? Yet if these senses are not clear and accurate, the rest can hardly be so, because they are all inferior to the first two. Don’t you agree?’

‘Certainly.’

(Plato, *Phaedo*)

- (i) To whom is *Phaedo* describing the death of Socrates? [1]
- (ii) Why was Socrates’ wife not present when he died? [3]
- (iii) Identify **one** example of the Socratic method found in the passage. Explain how effective you think this example is. [2]
- (iv) What did Socrates ask Crito to do for him after his death? [3]
- (v) Which poison did Socrates take? [1]
- (vi) Using this passage as a starting point, explain why Socrates believed that a philosopher can only gain true knowledge after death. [15]

[Total: 25]

OR

5 How far would you agree, that in Plato’s *Apology*, Socrates was more concerned with defending the way he lived his life than with defending himself against the charges made against him? [25]

OR

6 Which of the dialogues in *The Last Days of Socrates* tells us the most about Socrates and his beliefs? In your answer, you should discuss **at least two** of the dialogues you have studied. [25]

SECTION THREE: ARISTOPHANES

Answer ONE of the following three questions.

EITHER

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

AESCHYLUS:	Well, <i>the Seven Against Thebes</i> , for example. No one could see that play without wanting to go straight off and slay the foe.	
DIONYSUS:	Well, that was very naughty of you. You made the Thebans so brave they haven't been the same since.	
AESCHYLUS:	You Athenians could have trained too, only you couldn't be bothered – Then I put on <i>The Persians</i> : an effective sermon on the will to win. Best thing I ever wrote.	5
DIONYSUS:	I loved that bit where they sang about the days of the great Darius, and the Chorus went like this with their hands and cried 'Wah! Wah!'	10
AESCHYLUS	[<i>ignoring this</i>]: That is the kind of thing a poet should go in for. You see, from the very earliest times the really great poet has been the one who had a useful lesson to teach. Orpheus gave us the Mysteries and taught people that it was wrong to kill; Musaeus showed us how to cure diseases and prophesied the future; Hesiod explained about agriculture and the seasons for ploughing and harvest. And why is Homer himself held in such high esteem, if not for the valuable military instruction embodied in his work? Organization, training, equipment, it's all there.	15
DIONYSUS:	He doesn't seem to have taught Pantacles much. [<i>Laughter from the stage audience.</i>] Of all the clumsy, cack-handed – Do you know, I saw him holding a parade the other day, and he found he had put on his helmet without the crest. There he was, on parade, trying to fix that pony-tail in without taking his helmet off – you should have seen him! [<i>He gives an imitation.</i>]	20
AESCHYLUS:	[<i>severely</i>]: But a lot of excellent men did learn. Look at Lamachus. [<i>Applause.</i>] And you can see the imprint of Homer on my own work clearly enough. I depicted men of valour, lion-hearted characters like Patroclus and Teucer, encouraging the audience to identify themselves with these heroes when the call to battle came. I didn't clutter <i>my</i> stage with harlots like Phaedra or Stheneboea. No one can say I have ever put an erotic female into any play of mine.	25
EURIPIDES:	How could you? You've never even met one.	
AESCHYLUS:	And thank heaven for that. Whereas you and your household had only too much experience of Aphrodite, if I remember rightly. She was too much for you in the end.	30
DIONYSUS:	He's got you there, Euripides.	35

(Aristophanes, *Frogs*)

- (i) What is the name given to the section of the play from which this extract is taken? [1]
- (ii) About what are Aeschylus and Euripides arguing? [1]
- (iii) Why is Dionysus the judge of this argument? [1]
- (iv) 'Whereas you and your household had only too much experience of Aphrodite' (lines 34–35). To what is Aeschylus referring? [1]
- (v) 'He's got you there, Euripides' (line 37). Why do you think Dionysus says this? [2]
- (vi) From this passage, find **two** examples of Aristophanes' comic technique. Write out the example, identify the technique and explain why it is funny. [4]
- (vii) 'the really great poet has been the one who had a useful lesson to teach' (lines 12–13). Using this passage as a starting point, explain what you think Aristophanes wanted to teach in *Frogs*. [15]

[Total: 25]

OR

- 8 'The characterisation of Procleon/Philocleon is more important to the success of *Wasps* than its plot.' To what extent do you agree with this opinion? [25]

OR

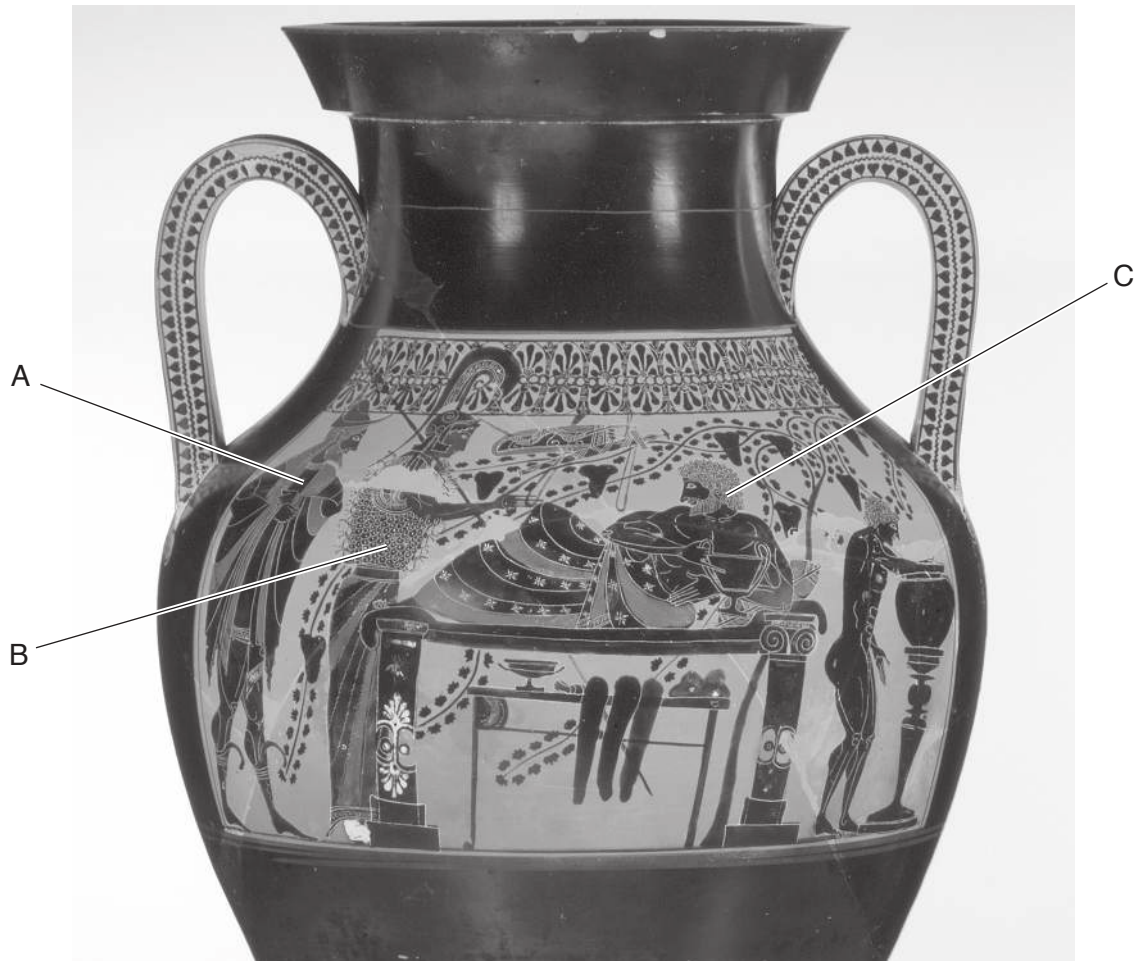
- 9 How important is the use of fantasy to the success of **either** *Wasps* **or** *Frogs*? [25]

SECTION FOUR: GREEK VASE PAINTING

Answer ONE of the following three questions.

EITHER

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



- (i) What name is given to the type of amphora shown in the image above? [1]
- (ii) What was the function of this type of pot? [3]
- (iii) Identify **one** decorative motif on this pot. [1]
- (iv) Who painted this pot? [2]
- (v) Identify figures A, B and C from the scene on this pot. [3]
- (vi) 'This pot marks the high point of the black-figure technique.' How far do you agree with this opinion? In your answer, you should include discussion of **at least one** earlier and **at least one** later pot to explain your answer fully. [15]

[Total: 25]

OR

- 11** Do you prefer pots of the Miniature Style or pots decorated by the Pioneers? You should make detailed reference to **at least three** pots of each style to explain your answer. [25]

OR

- 12** 'Scenes of conflict create the most interesting and successful compositions.' How far do you agree with this opinion of scenes found on Greek pots? In your answer, you should discuss scenes depicting conflict **and** other types of scenes found on Greek pots. [25]

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.