



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

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**CLASSICAL STUDIES**

**9274/01**

Paper 1 Greek Civilisation

**For Examination from 2011**

SPECIMEN PAPER

**1 hour 30 minutes**

Additional Materials: Answer Booklet/Paper

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**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 pencil for any diagrams, graphs or rough working.

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

There are **four** options.

Answer **two** questions, each from a **different** option.

Every question is marked out of 25.

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 together.

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

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This document consists of **5** printed pages and **1** blank page.



## Alexander the Great

- 1 Read the following passage, and answer the sub-questions which follow.

Philip of Macedon died when Pythodelus was archon at Athens. He was succeeded by his son Alexander, then about twenty years of age. The story goes that Alexander, upon his succession to the throne, went into the Peloponnese, where he assembled all the Greeks in that part of the country and asked them for the command of the campaign against Persia, which they had previously granted to Philip. The only people to refuse his request were the Lacedaimonians, who declared that the tradition of their country forbade them to serve under a foreign commander; it was their prerogative to lead other. At Athens, too, there was a certain amount of trouble; but resistance collapsed the moment that Alexander approached and he was granted even greater honours than his father Philip before him. This settled, he returned to Macedonia and prepared for his Asian campaign. 5 10

The following spring he marched towards Thrace, having learned that the Triballi and Illyrians were up to mischief. The territories of these two peoples bordered upon Macedonia and since his expedition would take him so far from home he did not think it wise to leave them in his rear, unless they were first thoroughly crushed.

(Arrian, *The Campaigns of Alexander* 1.1)

- (a) (i) When did Philip die? (line 1) [1]
- (ii) According to historians, why might Philip have been murdered? [3]
- (iii) What sort of man does Alexander seem to be in this passage? Use examples from the passage to illustrate your answer. [3]
- (iv) In this passage, how effective does Alexander seem to be as a military leader? [3]
- (b) Using this passage as a starting point, explain whether you think that Alexander would have been wiser to stay at home and rule his kingdom or to have conquered Persia? [15]

**[Total: 25]**

- 2 Explain the importance of Alexander's mother in his life. How did she influence the man that he grew into? [25]
- 3 How far does Alexander deserve the title 'the Great'? [25]

## Socrates

4 Read the following passage, and answer the sub-questions which follow.

- SOCRATES: Perhaps, Euthyphro, I've turned out cleverer than him in my craft, in so far as he only made his products mobile, while I apparently make other people's products mobile as well as my own. And surely this is the most ingenious feature of my art, that I don't want to be so clever. I should prefer our explanations to stay put and be securely founded rather than have the wealth of Tantalus to complement my Daedalan cleverness. 5  
But enough of this! Seeing that you seem to me to be taking things easy, I'll try to help you find a way of explaining holiness to me. And don't you withdraw exhausted before the finish! See whether it doesn't seem necessary to you that everything holy is just. 10
- EUTHYPHRO: It seems so to me.
- SOCRATES: Then is all that is just holy? Or is it the case that all that's holy is just, whereas not all that's just is holy – part of it's holy and part of it's different?
- EUTHYPHRO: I don't follow your question, Socrates.
- SOCRATES: But surely you're younger than me no less than you're wiser! As I say, you're taking it easy, basking in the wealth of your wisdom. Make a bit of effort, Euthyphro; it's actually not hard to grasp what I mean. I am really claiming the opposite of what was said by the poet who composed the lines: 15  
'But to speak of Zeus, the agent who nurtured all this, 20  
You don't dare; for where there is found fear, there is also found shame.'  
I disagree with this poet. Shall I tell you how?

(Plato, *Euthyphro*)

- (a) (i) Where is this dialogue taking place? [1]
- (ii) Explain the references to 'the wealth of Tantalus' (line 6) and 'Daedalan cleverness' (line 6). [2]
- (iii) What does Socrates go on to say to explain why he disagrees with the poet? How far do you agree with Socrates? [3]
- (iv) Give **one** example of the Socratic method found in the passage and explain how it works. How effective do you find it in this passage? [4]
- (b) Using this passage as a starting point, explain the various definitions of holiness given in *Euthyphro*. Why are they rejected? [15]

**[Total: 25]**

- 5 If Socrates was, as he claimed, a good citizen, why was he put to death? [25]
- 6 What do we learn from the dialogues about Socrates' ideas about death? [25]

## Aristophanes

7 Read the following passage, and answer the sub-questions which follow.

- ANTICLEON: Attention, please, for the indictment. Prosecution initiated by the Dog, of Cydathenaeum, against Labes, of Aexone, on the ground that the said Labes did wilfully and feloniously wrong and injure one Sicilian cheese by eating it all himself. Penalty proposed: a figwood collar. 5
- PROCLEON: No, no, a dog's death, if he's convicted.
- ANTICLEON: The defendant, Labes, stands before the court.  
[SECOND DOG *is led forward.*]
- PROCLEON: Oh, the brute! What a furtive look he has! Trying to get round me with that grin of his. Where's the plaintiff, the dog from Cydathenaeum?
- [FIRST DOG *leaps forward and licks Procleon's face, wagging his hindquarters ingratiatingly. PROCLEON pats him and gives him a plate of soup.*] 10
- FIRST DOG: Bow-wow!
- ANTICLEON [*as interpreter*]: Present!
- PROCLEON: There, there now, quite a different kind of dog. Not like nasty Labes, eh? Knows how to bark and lick the plates, doesn't-um? 15
- ANTICLEON: Silence in court! Be seated! [*To FIRST DOG*] Proceed with the charge.
- PROCLEON [*adling out some soup*]: I think I'll have some too, while this is going on.
- FIRST DOG [*mounting the prosecutor's 'stand', an upturned pot*]: Gentlemen of the jury, you have heard the terms of the indictment filed by me against the defendant. He has committed the most atrocious offences, not only against me, but [*his voice rises to a scream*] against every single rating in the fleet – to wit and namely: ran away into a corner and *sicilicated* a large quantity of cheese and stuffed himself with it in the dark. 20
- PROCLEON: The case is proved. A moment ago he belched in my direction. The odour of cheese was unmistakable. Disgusting creature! 25
- FIRST DOG: On being asked by me for a share, he refused. I put it to you, gentlemen, how can anyone claim to be serving your interests if I, The Dog, am not given my proper share?

(Aristophanes, *Wasps*)

- (a) (i) Whose idea was it to hold a mock trial? Why? [2]
- (ii) To what events does 'injure one Sicilian cheese by eating it all himself' refer? [2]
- (iii) Give **four** references to Cleon in this passage and explain how Aristophanes is mocking him. [6]
- (b) How is Procleon portrayed in this passage? How typical is his behaviour in this passage with the way he is portrayed in the *Wasps*? [15]

[Total: 25]

8 'Frogs is just a piece of escapist literature'. How far do you agree with this view? [25]

9 Why is Aristophanes funny? [25]

## Greek Vase Painting

10 Study the image below, and answer the sub-questions which follow.



- (i) Name the painter of this pot [1]
- (ii) When was this pot made, and what was it used for? [2]
- (iii) What story is depicted in the scene shown? [2]
- (iv) The painter was influenced by the work of wall painters. With detailed reference to this scene, explain how this influence can be seen on this pot. [5]
- (v) What problems did painters face when decorating this type of pot? What different solutions did painters use? In your answer, include reference to this pot and at least one other of this type. [15]

**[Total: 25]**

11 'Kleitias was a master storyteller.' To what extent do you agree or disagree with this assessment of Kleitias' work on the Francois Vase? In your answer you should include discussion of what is depicted on the pot and how well it is depicted. [25]

12 You have been asked to contribute to a CD-Rom on pottery through the ages. Which painters and pots would you select to illustrate the red-figure technique? In your answer you should refer to specific pots and painters and explain why you have chosen them. [25]

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