

# Answer The Question

Lyrics from the 1962 Scottish Certificate of Education Higher II Mathematics Exam, as part of the Creative Re-Sits project funded by the National Library of Scotland, 2018

Chris Hutchings

**Presto** ♩ = c. 170

*fff*

Soprano  
An - swer the ques - tion! An - swer the whole of the ques - tion!

Alto  
An - swer the ques - tion! An - swer the whole of the ques - tion!

Tenor  
An - swer the whole of the ques - tion!

Bass  
An - swer the whole of the ques - tion!

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S  
An - swer the whole of the ques - tion!

A  
An - swer the whole of the ques - tion!

T  
An - swer the ques - tion! An - swer the whole of the ques - tion!

B  
An - swer the ques - tion! An - swer the whole of the ques - tion!

**A**

S  
An - swer the ques - tion! An - swer the ques - tion!

A  
An - swer the ques - tion! An - swer the ques - tion!

T  
An - swer the ques - tion! You must

B  
An - swer the ques - tion! You must

15 *f* *dim. poco a poco*

S An - swer the whole of the ques - tion! An - swer, an - swer,

A An - swer the whole of the ques - tion! An - swer, an - swer,

T an - swer the whole of the ques - tion! An - swer, an - swer!

B an - swer the whole of the ques - tion! An - swer, an - swer!

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20 *mf* *Slightly calmer* *mf*

S an - swer! Be - fore at -

A an - swer! Be - fore at -

T Be - fore at - temp - ting to an - swer a - ny ques - tion,

B Be - fore at - temp - ting to an - swer a - ny ques - tion,

25

S temp - ting to an - swer a - ny ques - tion,

A temp - ting to an - swer a - ny ques - tion,

T a - ny ques - tion,

B a - ny ques - tion,

C

S  
can - di-dates should read the whole of it ve-ry care - ful - ly.

A  
can - di-dates should read the whole of it ve-ry care - ful - ly.

T  
an - swer! an - swer! can - di-dates should

B  
an - swer! an - swer! can - di-dates should

*mp*

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S  
An - swer ve - ry care - ful - ly, care - ful - ly,

A  
An - swer ve - ry care - ful - ly, care - ful - ly,

T  
read the whole of it ve - ry care - ful - ly, \_\_\_\_\_

B  
read the whole of it ve - ry care - ful - ly, \_\_\_\_\_

*mp*

S  
care - ful - ly, care - ful - ly. Can - di-dates should read the whole of it ve-ry care - ful - ly,

A  
care - ful - ly, care - ful - ly. Can - di-dates should read the whole of it ve-ry care - ful - ly,

T  
care - ful - ly, care - ful - ly. Can - di-dates should read the whole of it ve-ry care - ful - ly,

B  
care - ful - ly, care - ful - ly. Can - di-dates should read the whole of it ve-ry care - ful - ly,

*rit.* *p*

**D**

*p* (♩=♩) Grave ♩ = c. 54

S  
since time is of - ten lost, time is of - ten lost,

A  
since time is of - ten lost, time is of - ten lost,

T  
since time is of - ten lost, time is of - ten lost,

B  
time is of - ten lost, time is of - ten

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S  
time is of - ten lost, time is lost, \_\_\_\_\_ time is

A  
time is of - ten lost, time is lost, \_\_\_\_\_ time is

T  
time is of - ten lost time is lost, \_\_\_\_\_ time is

B  
lost, time is lost, \_\_\_\_\_ time is lost, \_\_\_\_\_

*dim. poco a poco*

S  
lost, \_\_\_\_\_ time, time is lost.

A  
lost, \_\_\_\_\_ time, time is lost.

T  
lost, \_\_\_\_\_ time, time is lost.

B  
time is lost, is lost, is lost, \_\_\_\_\_ time \_\_\_\_\_ is lost.

*pp* *ppp*

57

S

A

T

B

*p*

*pp*

*pp*

time is lost, \_\_\_\_\_ time is lost, \_\_\_\_\_ time is lost, \_\_\_\_\_

Time is lost, \_\_\_\_\_ time is lost, \_\_\_\_\_ time is lost, \_\_\_\_\_

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60

S

A

T

B

of - ten lost, \_\_\_\_\_ time is of - ten \_\_\_\_\_ lost, \_\_\_\_\_ time \_\_\_\_\_

\_\_\_\_\_ time is lost, \_\_\_\_\_ time is lost, \_\_\_\_\_ time is lost, \_\_\_\_\_

time is lost, \_\_\_\_\_ time is lost, \_\_\_\_\_ time is lost, \_\_\_\_\_

63

S

A

T

B

*mp*

*p*

*mp*

*accel.*

is of - ten lost \_\_\_\_\_ through mis - ap - pre - hen - sion \_\_\_\_\_

\_\_\_\_\_ time is lost, \_\_\_\_\_

time is lost, \_\_\_\_\_ ap - pre - hen - sion \_\_\_\_\_

66 *mp* *mf*

S as to what is real-ly re - quired. All the wor - king,

A as to what is real-ly re - quired. All the wor - king,

T what is real-ly re - quired. What is real - ly re - quired?

B as to what is real-ly re - quired. What is real - ly re - quired?

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70 *mf*

S all the wor - king must be le - gi - ble, and shown in its pro - per po -

A all the wor - king must be le - gi - ble, and shown in its pro - per po -

T

B What is re-quired?

74 *f*

S si - tion, in its pro - per po - si - tion.

A si - tion, in its pro - per po - si - tion.

T in its pro - per po - si - tion, all the wor - king must be le - gi - ble

B in its pro - per po - si - tion, all the wor - king must be le - gi - ble

**Presto** ♩ = c. 170

78 *f*

S  
Diff-'rent steps must be clear-ly in - di - ca - ted,

A  
Diff-'rent steps must be clear-ly in - di - ca - ted,

T  
8 and shown in its pro-per po - si - tion.

B  
8 and shown in its pro-per po - si - tion.

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82

S  
diff-'rent steps must be clear-ly in - di-ca-ted, diff-'rent steps must be clear-ly in - di-ca-ted,

A  
diff-'rent steps must be clear-ly in - di-ca-ted, diff-'rent steps must be clear-ly in - di-ca-ted,

T  
8

B  
82 *f*  
What is real - ly re -

86

S  
diff-'rent steps must be clear-ly in - di-ca-ted, diff-'rent steps must be clear-ly in - di-ca-ted,

A  
diff-'rent steps must be clear-ly in - di-ca-ted, diff-'rent steps must be clear-ly in - di-ca-ted,

T  
8 *f*  
What is re - quired? Marks may be de - duc - ted,

B  
86

quired?

Answer The Question

8

90

S diff-'rent steps must be clear-ly in - di-ca-ted, diff-'rent steps must be clear-ly in - di-ca-ted,

A diff-'rent steps must be clear-ly in - di-ca-ted, diff-'rent steps must be clear-ly in - di-ca-ted,

T marks may be de - duc - ted for care-less or bad-ly ar - ranged

B

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94

S work! work! Write down the gra - di - ent!

A work! work! State the va - lues!

T work, work, work,

B work, work,

99

S Write down the gra - di - ent! Writedown the gra - di - ent!\_

A State the va - lues! State the va - lues!\_

T Find f (x), find f (x), find\_

B *f* spoken, no definite pitch but rising constantly in pitch and volume throughout this section

The graph of y e - quals f (x), where f (x) is a po - ly - no - mi - al of the third de -



103 *stamp!*  
S Write down the gra - di - ent! Write down the gra - di - ent!

103 *stamp!*  
A State the va - lues! State the va - lues!

103 *stamp!*  
T f (x), find f (x), find f (x),

103 *stamp!*  
B gree in x, is shown be - low for a li - mi - ted range of ya - lues of x. The

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107 *stamp!*  
S Write down the gra - di - ent!

107 *stamp!*  
A State the va - lues! State the va - lues!

107 *stamp!*  
T find f (x), find f (x), find f (x).

107 *stamp!*  
B tan - gent at the o - ri - gin is al - so drawn. What is real - ly re - quired? *fff*

112 *fff*  
S In its pro - per po - si - tion! In its pro - per po - si - tion!

112 *fff*  
A In its pro - per po - si - tion! In its pro - per po - si - tion!

112 *fff*  
T In its pro - per po - si - tion! In its pro - per po - si - tion!

112 *fff*  
B What is real - ly re - quired? Find f

117 *ff*

S Marks may \_\_\_ be de - duc - ted, marks may \_\_\_ be de - duc - ted, the

117 *ff*

A Marks may \_\_\_ be de - duc - ted, marks may \_\_\_ be de - duc - ted, the

117 *ff*

T Marks may \_\_\_ be de - duc - ted, marks may \_\_\_ be de - duc - ted,

117

B

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122 *f*

S third de - gree, the third de - gree, Care - less! bad - ly ar -

122 *f*

A third de - gree, the third de - gree, Care - less! bad - ly ar -

122

T the third de - gree, the third de - gree,

122

B the third de - gree, the third de - gree,

127

S ranged! in its pro - per po - si - tion, care - less! bad - ly ar -

127

A ranged! in its pro - per po - si - tion, care - less! bad - ly ar -

127 *f*

T in its pro - per po - si - tion, all the wor - king must be le - gi - ble,

127 *f*

B in its pro - per po - si - tion, all the wor - king must be le - gi - ble,

132 *mf* *rit.*

S ranged! An-swer the ques-tion! ve-ry care - ful-ly, since

A ranged! An-swer the ques-tion! ve-ry care - ful-ly, since

T *mf*  
8 in its pro-per po - si - tion! ve-ry care - ful - ly,

B *mf*  
8 in its pro-per po - si - tion! ve-ry care - ful - ly,

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137 *mp* *p*

S time is of - ten lost, time is

A time is of - ten lost, time is

T *mp* *p*  
8 time is of - ten lost, time is lost...

B *mp* *p*  
8 time is of - ten lost, time is lost...

141 *repeat several times, quieter and with less pitch each time, eventually becoming a whisper, then inaudible, going out of time with each other as you do so*

S lost... time is lost... time is

A *141* *repeat several times, quieter and with less pitch each time, eventually becoming a whisper, then inaudible, going out of time with each other as you do so*  
lost... time is lost... time is

T *141* *repeat several times, quieter and with less pitch each time, eventually becoming a whisper, then inaudible, going out of time with each other as you do so*  
8 time is lost... time is lost...

B *141* *repeat several times, quieter and with less pitch each time, eventually becoming a whisper, then inaudible, going out of time with each other as you do so*  
8 time is lost... time is lost...