

History C (British Social & Economic History)

General Certificate of Secondary Education **GCSE 1936**

Report on the Components

June 2007

1936/MS/R/07

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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**GCSE History C 1936
British Social and Economic History**

Report to Centres June 2007

Paper 1

General Comments

Overall the quality of work seen by examiners was similar to that of previous years. Candidates were generally well prepared for the demands of the paper and were able to demonstrate appropriate levels of skills, knowledge and understanding. In some instances, though, candidates were unable to develop their answers from description to explanation. The result of this was to limit their marks. On other occasions, having reached the explanation level they failed to sustain their argument or challenge the hypothesis in the question.

This year the (c) questions in Section B of the paper gave candidates a hypothesis to consider. The best approach was to explain the importance of the hypothesis and then explain how other factors contributed. Arguments should always be supported with contextual knowledge.

Rubric infringements remain at a very low level but greater attention needs to be paid to the presentation of scripts where the question number box on the front of the scripts was not completed. On a small number of occasions candidates' answers were not secured together, with potential, therefore, for single sheets to be lost.

Extracts from the mark scheme are not included in this report as these can be readily downloaded from the OCR website.

The Core

Section A

Candidates have to answer either Question 1 or Question 2. Q1 was the most popular choice. Some very good answers were seen to Q1(a) with many recognising that this was a scene from an open field village. Some candidates gained no credit for giving numerous details about the open field system without referring to the source. Candidates must ensure that what they are writing has relevance to the question and the source. Many recognised in Q2(a) that textile factories were dangerous as shown by the person crawling under the machine in the source. The following candidate's answer to Q1(a) received full marks.

Question 1(a) What can you learn from Source A about farming in the early eighteenth century? Use details of the source and your knowledge to explain your answer.

From the source I can see that the land was divided into strips this suggests that the open field system is being used. The villagers don't appear to have any machinery and are doing the work by hand which means it must have been very slow. There are a number of villagers in the source which means that they worked together indicating that community spirit was strong.

Both of the part (b) questions related to personalities. It was pleasing in Q1(b) that the majority of candidates were aware of the benefits of the Norfolk Four Course Rotation introduced by Lord Townshend. Weaker candidates confused the Four Course Rotation with the Three Field System and still thought a fallow field was included. In Q2(b) candidates were less secure in commenting on how the work of Richard Arkwright improved the textile industry and many answers were limited to Level 1 general answers.

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To gain high marks from an answer to the part (c) question requires candidates to explain not only the source but also use any related knowledge they possess. All too often candidates do one or the other rather than both. In answering Q2(c), instead of explaining improvements in conditions for textile workers, candidates tended to write about all the things that were wrong with the textile factories, thus gaining no credit.

Here is an answer from a candidate who gained full marks on 1(c). The candidate has structured their answer allowing a progression from source explanation in the context of spreading new ideas, to the use of explained contextual knowledge.

Question 1(c) Study Source B. Does this source fully explain how new ideas in farming were spread? Use the source and your knowledge to explain your answer.

Source B says that people went to Woburn Abbey to see sheep used for breeding in the next season. This was an important way of spreading ideas because farmers could actually see for themselves the impact of new ideas on the size of animals. They could also discuss new methods. Thomas Coke held similar festivals on his estates at Holkham Hall where people came to see the sheep shearing festivals.

*However the source does not mention that new ideas were also spread by books. Jethro Tull published a book, *Horse Hoeing Husbandry* in which he described the benefits of his new machinery, the Seed Drill and the Horse Drawn Hoe. Arthur Young was a farming propagandist who travelled the country looking at new ideas which he then wrote up in his book 'The Annals of Agriculture.' Arthur Young also became secretary of the newly established Board of Agriculture which was set up to stimulate new ideas and give advice.*

So as you can see there were many ways apart from the festivals and demonstrations mentioned in Source B that new ideas were spread even King George III promoted new ideas by having a model farm at Windsor and writing articles in the Annals of Agriculture.

Section B

Candidates are generally very good at presenting their answers to questions in this section of the paper. They have, over the years, reduced the length of the answers to part (a) as they are aware that full marks can be obtained by giving four points and where appropriate developing two points. This understanding has resulted in candidates giving themselves more time to answering in detail part (b) and particularly (c). Having said that, it is important that time is spent reading the questions carefully to ensure that candidates only include relevant details in their answers. This applied to Q3(b) where some candidates took the opportunity to write about who gained from enclosure in addition to explaining why some villagers suffered for which no credit was given.

The answer to Q3(c) produced some very good responses with many well explained points in addition to the inefficiency of the Open Field System allowing access to Level 4. As in previous years, the agriculture question was most popular although a significant number of candidates attempted Q5 which also produced some very good responses. In response to 5(b) weaker candidates took the opportunity to explain the condition of the roads again, repeating what they had written in Q5(a) rather than explaining why the roads were in such poor condition. Effective responses to Q5(b) included details as to why the parish system of road repair did not work.

There were few responses to questions 4 and 6 and these were generally weak.

Section C

Medicine, Surgery and Health, c.1750–c.1990

Question 7 was generally very well done and many candidates scored full marks in response to Q7(a). Below is a response from a candidate who was awarded full marks.

Question 7(a) Study Source E. What can you learn from this source about operations in the eighteenth century? Use the source and your knowledge to explain your answer.

From Source E I can see that the patient is awake this suggests that there was no anaesthetic, and as the patient is having to be held down it indicates that the patient may struggle because of the pain. Those carrying out the operation are wearing ordinary clothes which could result in the spread of germs.

Candidates were well prepared on the contributions of Simpson and Lister to the development of surgery and thus scored highly in their answers to Q7(b) and (c). A small number of candidates confused them and as a result received no credit.

Question 8 was much more popular than Question 9. Candidates were strong on the treatments for disease at the beginning of the eighteenth century. In response to 8(b) candidates were aware of why some people opposed vaccination at the beginning of the nineteenth century, although weaker candidates spent too much time relating the story of Jenner's discovery and thus received no credit.

In Question 9 candidates found it more difficult to argue successfully both sides of the hypothesis in (c) as their knowledge of the benefits of the National Health Service was limited.

Poverty, c.1815–c.1990

Candidates entered for this option displayed a sound knowledge of why people hated the workhouses (7c), the Speenhamland System (8a), and why there was poverty at the beginning of the nineteenth century (8b). They were less confident on the New Poor Law with many candidates showing a lack of familiarity with the aims and terms of the new law. Answers to Q7(b) as a result tended to be very generalised and limited. Question 8(c) proved challenging and many candidates only answered one side of the argument resulting in their answers remaining in Level 3.

Question 9(a) was well done. Candidates were familiar with the work of Dr Barnardo and as a result often gained full marks. There were many good answers to Q9(b) but some candidates wasted time writing what the Liberal reforms were, in addition to why they were introduced; this gained them no credit. Effective answers to Q9(c) took the Government Action in the question and specifically emphasised the benefits to children. The benefits of the School Meals Act, 1906 and School Medical Service, 1907 were well known and many candidates were awarded a mark at the lower end of Level 4. The Children and Young Persons Act was less well known.

Trade Unions and Working Class movements, c.1800–c.1990

As only 5 candidates were entered for this option, it is not possible to provide any feedback on trends within an answer.

The Changing Roles and Status of Women, c.1840–c.1990

Most candidates produced creditable answers to Q7(a) and offered support for their interpretation both contextually and from the source, as the following example shows. This response was awarded full marks.

Source E shows that women wanted equality with men. You can tell this by the papers they are carrying. It was also published after the 1867 Act that gave working men the vote. The women look angry and they want the vote. The source also shows that not all women agreed as can be seen by the well dressed women 'turning up their noses' at the actions.

Many responses to Q7(b) were well developed to show the improvement of educational opportunities for women in the second half of the nineteenth century. Weaker candidates discussed job opportunities which gained them no credit. Candidates had been well prepared for Q7(c) and most displayed a sound knowledge of how the legal position of married women changed after 1857.

In some ways the responses to Q8 were disappointing. Some candidates were unable to explain different arguments as to why women should not have the vote and concentrated on women being too weak. Some candidates were unable to display the level of knowledge required to reach the highest levels. This was especially true in Q8(b), Q8(c) and Q9(c).

Many answers in response to Q8(c) only explained the role of the First World War in women getting the vote. There was limited acknowledgement, if any, of the role of the Suffragists and Suffragettes or other reasons as to why women got the vote. Quite often, if the Suffragettes were mentioned, it was a narrative of their actions rather than how their actions gave them media attention. As a result, many candidates only achieved a mark in Level 3.

Question 9 was only attempted by a minority of candidates. Part (a) elicited many good responses. However, apart from 'doing men's jobs' there was little awareness of how the Second World War affected the roles of women.

Paper 2

General Comments

The performance of candidates on Paper 2 has improved steadily over the years, and this year examiners reported that standards were similar to last year. The focus of the paper was government action to improve public health before 1900. As it was a nineteenth century issue, candidates were fully prepared and thus produced some high quality answers. There were some excellent responses showing good, relevant contextual knowledge and wide use of evidential skills. It is important to emphasise that in order to achieve the higher levels, candidates need to include some knowledge relevant to the source irrespective of the overall topic.

The subject matter was accessible; most candidates attempted all questions and generally attained at least Level 2. Very few candidates displayed no relevant knowledge, and they had clearly been prepared to tackle evidence-based questions. Hardly any candidates appeared to run short of time. As happened last year, the reduced volume of reading matter and fewer sources and questions appeared to have helped especially the more able candidates to devote a reasonable amount of time and thought to the final question.

All candidates would benefit from being encouraged to read the background information before they start to answer the questions. Many candidates are well versed in dealing with questions on inference, reliability and utility when these are clearly identified. It is pleasing to report that centres are clearly stressing the need to go beyond the 'face value' stage of source interpretation, judging by the increasing number of candidates across the ability range who use words such as 'infer', 'interpret' and 'suggest' with great zeal and confidence.

However, it is important to ensure that candidates continue to be exposed to a wide range of evidential skills in order to prepare them for the continued evolution of the paper. Few candidates are cross-referencing, even though at the start of the paper they are encouraged to use any of the other sources (if they are relevant) to answer a question. There are opportunities within source-based papers to use other sources in addition to the one candidates are specifically directed to use. Credit is given in the higher levels for effective cross-referencing of sources.

As this is a source-based paper, candidates must ensure that they include in their answers the reference letter of the source to which they are referring. This is especially important with regard to the final question. It is important that, where appropriate, contextual knowledge should be used to exemplify their argument. Candidates who achieved high level answers were able to use in their responses information taken from the sources, supported by valid contextual knowledge and, where appropriate, cross-referenced with other sources to support their argument. Centres should note that the mark scheme recognises the validity of responses that use relevant contextual knowledge to test the sources. For example, in Q6 an additional three marks can be allocated for good use of contextual knowledge and/or source evaluation. It was again pleasing to note that fewer candidates were writing "I know from my own knowledge that this was true" but instead were using whatever concrete specific knowledge they possessed to challenge or verify the claims made by the sources. Weaker answers tended to repeat the source provenance and paraphrase the sources without any attempt to put them into context. These answers remained in the lower levels.

Examiners were particularly grateful to centres that ensured that their scripts were presented in an orderly manner, with all the details on the answer book completed, and the scripts put in packets in attendance register order. However, there are still some centres where the question numbers are not written in the box on the front of the booklet; this is particularly frustrating for

examiners. It was noticeable that generally candidates' presentation was of a high standard, and examiners hope that this will continue.

Comments on Individual Questions

[The report does not contain any extracts from the mark scheme as the full scheme can be downloaded from the OCR website.]

Question 1

Study Source A

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.

[6 marks]

This question was well answered and the majority of candidates reached Level 3. The most successful responses identified an issue from the source and made an inference, in addition to making an interpretation supported by relevant contextual knowledge. Most candidates understood that the message was that the River Thames was polluted, and were able to use their background knowledge either of The Great Stink or the dumping of sewage into the River Thames to support this interpretation.

Level 3 answer

The source shows that the River Thames was very smelly. This is illustrated in the cartoon by the young boy holding his nose.

4 marks

Level 4 answer

The source shows that the River Thames is very polluted and dirty because there are dead animals in it. The message of this cartoon is that the River Thames is unhygienic. At this time people didn't really understand about how germs spread and London's sewers went straight into the Thames which people also used for drinking water, this was a real health hazard.

6 marks

Question 2

Study Source B

What can you learn from this source about government attitudes in 1875 towards improving housing? Use the source and your knowledge to explain your answer.

[7 marks]

Candidates are very familiar with this type of question for a pictorial source, but this was the first time a written source had been used. The question was specific to government attitudes. Weaker answers often just paraphrased the source, whilst some others did not focus their answer on government attitudes but wrote generally about how housing improved, thus receiving no credit. Stronger candidates detected that initially the Government were reluctant to interfere, as evidenced by the phrase 'it is not the Government's duty to provide decent houses,' but that a shift in Government attitudes was taking place. This was supported by the admission that the state would interfere if the death rate was high. Candidates who continued to support their evidence with contextual knowledge reached the highest level.

Question 3

Study Source B

How useful is this source to an historian studying public health in the late nineteenth century? Use the source and your knowledge to explain your answer.

[8 marks]

Some candidates answered the question in a very mechanical way and based the utility on simple provenance; for example, *this is a photograph and it could have been staged*, or *this is only about Manchester*. Answers such as these remained in Level 1. Too many candidates responded to the question by taking the source at face value and writing detailed descriptions of conditions in towns supported by no specific contextual knowledge. These answers were awarded marks within Level 2. Only a few candidates used cross-referencing by linking the conditions in Source C to the high death rate in Manchester referred to in Source B. There were a small number of high quality answers from candidates who were able to interpret and evaluate the source for usefulness using contextual knowledge. For example, *as the photograph was published about 1890 and conditions still look overcrowded and unhealthy, it shows that, despite the increased intervention of the government in passing laws such as the 1875 Public Health Act, progress was slow*.

Question 4

Study Sources D and E.

How reliable are these sources to an historian studying the effects of the Artisans' Dwellings Act? Use the source and your knowledge to explain your answer.

[8 marks]

Good answers to this question were characterised by knowledge of the work of Joseph Chamberlain in Source D. Candidates who were aware of Chamberlain's efforts to remove 40 acres of slums, his building of Corporation Street and the positive effects of his work on the poor of Birmingham were awarded marks in Level 4. Marks in Level 4 were also awarded when Source E was evaluated citing the emotive language that Mearns used to challenge the effectiveness of The Artisans' Dwellings Act. A large number recognised the possible bias of the two sources but did not develop their answer any further, thus being awarded a mark in Level 2. Opportunities for cross-referencing were also often missed, especially with Source G which also indicates a problem with overcrowding.

Question 5

Study Sources F and G

Are you surprised these two sources give different views of housing for the working classes? Use the sources and your knowledge to explain your answer.

[9 marks]

This question was tackled very well and produced some high quality answers. Many candidates displayed excellent understanding of the financial rewards to be gained by Cadbury from a 'contented' workforce living in 'pleasant' houses and surroundings. Candidates often cited other model village industrialists including Titus Salt at Saltaire and William Lever at Port Sunlight, who also provided decent houses for their workers. Answers containing contextual knowledge such as this were awarded a mark in Level 4, and there were a high number of these.

Source G proved rather more difficult for candidates to evaluate as Rowntree's report was not as well known as Cadbury's Model Village. Good candidates, however, were able to link the conditions that prevailed in York to the failure of some towns to act on the Artisans' Dwellings Act. Weaker answers used the artist's impression in Source F to bring out rehearsed answers without fully meeting the demands of the question, thus remaining in Level 2.

Question 6

Study all the sources.

How far did government action improve public health before 1900? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.

[12 marks]

This type of question is familiar to candidates and they generally handled it well. Many candidates took the opportunity to consolidate their response by grouping sources. This enabled them to produce answers which were concise, relevant and fully related to the question. There were numerous good, strong answers which challenged and supported the question's hypothesis, using evidence from the sources, supported by explanations of purpose and contextual knowledge. Other candidates went through each source in turn. Whilst this is acceptable, it often resulted in a descriptive response rather than an answer which both challenged and supported the hypothesis.

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Good answers were also characterised by the use of a 'planning' grid at the beginning of the response to identify the view expressed by the sources, and this led to effective grouping in the answer. There were a pleasing number of carefully constructed, well argued responses showing sound contextual knowledge to reinforce source analysis and evaluation. A small number of candidates failed to refer directly to the sources, despite having a detailed knowledge of the period. These answers were confined to Level 2.

Weaker answers usually remained in the lower levels as a result of one of the following errors:

- knowledge-dominated descriptions at the expense of evidential support from sources
- sources not identified by letter
- sources referred to by letter, but no detail from source(s) provided to support the argument; for example, 'Sources A, C, E and G show that government action did not improve public health'
- sources described alphabetically with no reference to the question
- testing only one side of the hypothesis

Level 3 answer

There is some evidence from these sources that government action before 1900 did improve public health. In Source D, Chamberlain has made improvements in Birmingham by paving the streets and providing the houses with gas and water as a result of the 1875 Artisans' Dwellings Act. Source H also supports the hypothesis because it shows a reservoir built to supply Liverpool with clean water. Liverpool Corporation has been able to do this because the government had passed the 1875 Public Health Act.

5 marks

Level 4 answer

The Government did take some action to improve public health before 1900 although in some areas progress was slow. Source A shows that the River Thames was heavily polluted and even in 1859 a year after The Great Stink nothing had improved since Parliament complained about the smell. Source G written about 40 years after Source A mentions insanitary conditions showing that at the end of the nineteenth century government action had not improved all towns. The overcrowding in Source G is also supported by the overcrowding mentioned in Source E. Although Source F suggests much bigger more spacious housing with trees and gardens this was achieved as a result of individuals like Cadbury rather than Government action. Cadbury was similar to Titus Salt and William Lever who believed that if workers were provided with decent housing they would be more contented produce better work and therefore profits would increase.

However there is no doubt that as the century progressed the government attitudes were changing and realised that there was a need to interfere and pass laws to improve conditions. There is evidence of this change of attitude in Source B. Initially the attitude of the government was 'laissez-faire' but as the population grew in industrial towns like Manchester and Liverpool and the death rate also grew the government realised they would have to intervene. In 1875 the Public health Act was passed which was compulsory which led to the building of reservoirs to provide clean water as shown in Source H. Also in 1875 the Artisans' dwellings Act was passed which gave local councils the power to knock down the slums and replace them with decent houses. The effects of this can be seen in Source D with parts of Birmingham being 'parked, paved and watered.' However, Source D maybe exaggerated as Joseph Chamberlain was mayor of Birmingham who would want to promote his work.

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By 1900 the government had taken some action to improve public health but any action cost money and ratepayers were often reluctant to pay taxes to improve the living conditions of the poor.

12 marks

Coursework

Administration

As in previous years all aspects of the coursework moderation proceeded smoothly even though there was a further fall in candidate numbers this year. Generally, centres coped well with the demands of OCR's deadlines and the vast majority of MS1 forms were received by the due date. This greatly assisted moderators in sending requests promptly to centres for coursework samples. Moderators then received coursework samples with the accompanying mark schemes and assignment details in good time to carry out their moderation procedures.

Assignments

In the vast majority of cases, most centres used the assignments laid out in OCR's Coursework Guide. As in previous years, the exemplars of Thematic Studies B (Poverty, c.1815–c.1990) and C (The Changing Roles and Status of Women, c.1840–c.1990) were widely used. Many centres are continuing to develop the exemplar assignments further which is pleasing as a number of years have now passed since these assignments were first designed. Where centres have developed their own assignments they often have usually made good attempts to use local materials effectively with customised levels of response mark schemes. Whilst this can be time consuming, high student motivation and achievement can often be seen in the examples of finished work.

As ever, all centres would benefit by submitting details of their coursework assignments for 2008 and beyond to their assigned Coursework Consultant for continued advice.

Marking and the use of mark schemes

With regard to the marking of assignments, there were very few adjustments made again this year, suggesting that centres continue to be confident and familiar with the requirements and demands of coursework. Most centres continue to mark accurately in line with the accompanying mark schemes and OCR's standards. The mark schemes submitted were relevant, appropriate and rigorously applied to the assignments. It is evident that centres continue to heed the guidelines received from Coursework Consultants and the annual Report as well as acting upon the advice given at yearly INSET meetings. Work that was well annotated again helpfully aided the moderation procedure considerably. It is hoped that these examples of good practice continue into 2008 and beyond.

General Certificate of Secondary Education History C 1936

June 2007 Assessment Session

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
11	75	62	52	42	36	30	24	18
12	75	57	49	41	34	27	20	13
13	75	56	47	38	32	27	22	17
14	75	58	48	39	33	27	21	15
02	50	41	35	29	26	21	16	12
03	50	43	38	34	28	22	17	12

Option Thresholds (weighted marks)

Option A

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	184	162	140	119	101	83	65	47
Percentage in Grade		2.57	17.77	23.11	20.61	13.65	10.81	6.55	3.45
Cumulative Percentage in Grade		2.57	20.34	43.45	64.05	77.70	88.51	95.07	98.51

The total entry for the examination was 1487.

Option B

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	172	154	136	118	98	79	60	41
Percentage in Grade		1.70	10.17	22.03	16.95	16.10	16.95	6.78	5.93
Cumulative Percentage in Grade		1.70	11.86	33.90	50.85	66.95	83.90	90.68	96.61

The total entry for the examination was 119.

Option C

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	182	159	136	114	97	80	63	46
Percentage in Grade		0	60	20	0	20	0	0	0
Cumulative Percentage in Grade		0	60	80	80	100	100	100	100

The total entry for the examination was 5.

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Option D

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	174	154	134	115	97	79	61	43
Percentage in Grade		3.35	14.31	23.05	21.19	16.54	8.92	7.99	3.16
Cumulative Percentage in Grade		3.35	17.66	40.71	61.90	78.44	87.36	95.35	98.51

The total entry for the examination was 546.

Specification Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	2.71	16.57	23.02	20.54	14.52	10.64	6.91	3.50
Cumulative Percentage in Grade	2.71	19.20	42.30	62.84	77.36	88.00	94.91	98.41

The total entry for the examination was 2263.

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