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1. INTRODUCTION

1:A FUNDAMENTAL POLICY CONSIDERATIONS
1:A1 Relevance to Schools Catalogue Information Services objectives
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1:B BOUNDARY CONDITIONS
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1:C LIST OF AUTHORITIES

1:D REFERENCES
1:A FUNDAMENTAL POLICY CONSIDERATIONS

1:A1 Relevance to Schools Catalogue Information Service objectives

The Schools Catalogue Information Service (SCIS) exists to help Australian and New Zealand schools make the most effective use of educational resources. It does this by arranging and coordinating the sharing of cataloguing and curriculum information generated by Education Services Australia members and others.

The standards which Education Services Australia and the member cataloguing agencies adopt must be suitable for and acceptable to Australian and New Zealand schools. They must result in products which are valuable and accessible to teachers and students. Thus, for example, SCIS developed and published the SCIS Subject Headings as a standard reference tool in subject cataloguing, specifically responding to the particular educational and linguistic needs of Australian and New Zealand students and teachers.

The Standards must be explicit so that users of SCIS products can understand the basis of technical decisions, contribute to the ongoing review of those decisions, and use them to teach students to understand the concepts on which the organisation of information in the catalogue is based.

1:A2 Acceptability to Education Services Australia members

Education Services Australia relies on its members to contribute the information which forms the national database. In such a cooperative enterprise, goodwill can be maintained only if the professional views and concerns of each member are acknowledged and respected. The formulation of these Standards – itself a cooperative undertaking – attempts to embody, as much as possible, the major technical needs of all members. To the extent that give and take on some points has been necessary, especially in areas where variant interpretations on approaches have more or less equal validity, these Standards are a compromise. They nevertheless represent a generous spirit of consensus as all members seek to optimise the benefits of cooperation for the schools they serve.

1:A3 Relationship to international standards

SCIS has always understood that its bibliographic records would be evaluated by other professionals in the library and information industry. While the Standards have been carefully and deliberately tailored to meet the needs of schools, SCIS sees no value and no future in departing too radically from generally accepted cataloguing standards.

More importantly, Education Services Australia wishes to keep open every possible option for its products to be used by other client groups and for it to be able to use, with minimal difficulty, products from other sources. Compatibility with internationally accepted standards – consistent with the particular needs of student users – has therefore been an aim of Education Services Australia.
1:B BOUNDARY CONDITIONS

1:B1 Descriptive cataloguing
Descriptive cataloguing will be defined by rules described in:


1:B2 Classification
All materials will be classified to produce two classification levels according to:

- Abridged Dewey Decimal Classification and Relative Index. 15th ed. Dublin, Ohio: OCLC, 2012 (ADDC15)

OR


1:B3 Subject cataloguing
Subject cataloguing will be defined by instructions in:

- SCIS Subject Headings. https://my.scisdata.com/standards
- SCIS Subject Headings guides, including the Overview and Principles; Guidelines; and Ready reckoner. https://www.scisdata.com/media/1739/guidelines-to-using-scis-subject-headings.pdf

1:B4 New editions of texts
When new editions of specific textual references are published, Education Services Australia and its member agencies will determine if and/or when they are to be adopted as standards and will revise this document accordingly.
1:C LIST OF AUTHORITIES

1:C1 RDA: Resource Description & Access. Chicago: American Library Association, 2010-
http://access.rdatoolkit.org/


OR

1:C4 Dewey Services. Updates and New and Changed Entries. Dublin, Ohio: OCLC.
https://www.oclc.org/dewey/updates.en.html

1:C5 SCIS Subject Headings. Carlton South, Vic.: Education Services Australia.
https://my.scisdata.com/standards

1:C6 Schools Online Thesaurus. Carlton South, Vic.: Education Services Australia.
http://scot.curriculum.edu.au/


http://www.loc.gov/marc/bibliographic/

http://www.loc.gov/marc/authority/
1:D REFERENCES

1:D1 In addition to the above authorities, Education Services Australia recommends the use of certain reference works which are cited at the appropriate places in the following sections.
2. **DESCRIPTIVE CATALOGUING**

2:A **AUTHORITIES**

2:A1 RDA

2:A2 Application of RDA

2:B **REFERENCES**

2:B1 General

2:B2 Names of persons, families and corporate bodies

2:B3 Names of places

2:C **RDA POLICY SUMMARY**

2:C1 Alternatives and options

2:C2 Policies

2:D **RDA POLICY GUIDELINES**

2:D1 Section 0: Introduction

2:D2 Section 1: Recording attributes of manifestation and item

2:D3 Section 2: Recording attributes of work and expression

2:D4 Section 3: Recording attributes of agents

2:D5 Section 4: Recording attributes of concept, object, event and place

2:D6 Section 5: Recording primary relationships between work, expression, manifestation and item

2:D7 Section 6: Recording relationships to agents

2:D8 Section 7: Recording relationships to concepts, objects, events and places

2:D9 Section 8: Recording relationships between works, expressions, manifestations and items

2:D10 Section 9: Recording relationships between agents

2:D11 Section 10: Recording relationships between concepts, objects, events and places

2:D12 Appendices
2:A AUTHORITIES

2:A1 RDA

*RDA: Resource Description & Access* is to be used as the standard for the description of library materials.

2:A2 Application of RDA

Unless otherwise specified, the guidelines and instructions must be followed.
2:B REFERENCES

The latest edition of a reference source is used.

2:B1 General

http://www.loc.gov/catdir/cpso/roman.html

2:B2 Names of persons, families and corporate bodies


http://authorities.loc.gov/

2:B3 Names of places

*Getty Thesaurus of Geographic Names Online.* J. Paul Getty Trust.
http://www.getty.edu/research/tools/vocabulary/tgn/

*Geoscience Australia: Place Name Search.* Geoscience Australia.


*New Zealand Gazetteer of Place Names.* Wellington: Land Information New Zealand Toitū te whenua.
http://www.linz.govt.nz/regulatory/place-names/find-place-name/new-zealand-gazetteer-place-names
2:C POLICY SUMMARY

2:C1 Alternatives and options

RDA includes a number of guidelines and instructions that are designated as either alternatives or options. Policies on the application of alternatives and options appear in Section 2:D. RDA alternatives and options will only be applied if instructions to use the option or alternative appear in Section 2:D.

2:C2 Policies

SCIS policies on alternatives and options, and any variations from specific RDA guidelines and instructions are numbered to correspond with the numbering in RDA, unless otherwise indicated.

For policies relating to resources in specific formats, for example websites and e-books, see also Section 5. For further full record examples and instructions on applying MARC coding to RDA elements, see Section 6.
2:D SCIS RDA POLICY GUIDELINES

Sub-paragraph numbers for the rest of this section refer to RDA guideline and instruction numbers.

2:D1 Section 0: Introduction

0.6 RDA elements

0.6.5 Recording attributes of manifestation and item

Include as a minimum all the RDA core elements listed below that are applicable and readily ascertainable.

Title
   Title proper
   Parallel title proper
   Other title information

Statement of responsibility
   First statement of responsibility relating to title proper*
   Each subsequent statement of responsibility relating to title proper

Edition statement
   Designation of edition
   Designation of a named revision of an edition
   First statement of responsibility relating to edition

Numbering of serials

Production statement
   Date of production (for a resource in an unpublished form)

Publication statement
   First place of publication
   First publisher
   Date of publication

Series statement
   Title proper of series
   Numbering within series
   Title proper of subseries
   Numbering within subseries

Identifier for the manifestation
   Internationally recognised identifier, eg ISBN

Media type

Carrier type
   Carrier type

Extent
   Extent

* For statements of responsibility in more than one language or script, see the instruction at 2.4.3.3 below.
0.6.6 **Recording attributes of work and expression**

For an explanation of SCIS policy on preferred titles, see section 2:D3 below.

If a preferred title for a work is the same as or similar to a different work, record as many of the additional attributes listed below as applicable and necessary.

- Form of work
- Other distinguishing characteristic of the work
- Medium of performance (for music)
- Numeric designation (for music)
- Key (for music)

When recording data identifying an expression, include the following elements that are applicable and readily ascertainable:

- Content type
- Language of expression
- Date of expression
- Horizontal scale (for cartographic content)
- Vertical scale (for cartographic content)

0.6.7 **Recording attributes of an agent**

When creating authorised access points and authority records for names of persons, families and corporate bodies, include only the RDA core elements listed below that are applicable and readily ascertainable.

**Persons**
- Preferred name for the person
- Title of the person
- Other designation associated with the person
- Profession or occupation (if the name does not convey the idea of a person)

**Corporate bodies**
- Preferred name for the corporate body
- Number of a conference, etc.
- Location (or associated institution) of conference, etc.
- Date of conference, etc.
- Other designation (if the name does not convey the idea of a corporate body)

0.11 **Internationalization**

0.11.2 **Language and script**

Record data in non-Roman scripts in transliterated form, using the *ALA-LC Romanization Tables.*
Section 1: Recording attributes of manifestation & item

It is SCIS policy to create separate records for resources issued with unique ISBNs. For example, the paperback and hardback versions of a book with different ISBNs will be given two separate records. This policy does not apply to resources issued with ISBN-10 and ISBN-13 pairs.

1.5 Type of description

1.5.2 Comprehensive description

When making a comprehensive description of a larger work where the individual parts have been separately described, list the parts in a contents note. Incomplete multipart resources are not catalogued as a whole, but rather each part is catalogued as an individual title.

1.5.3 Analytical description

SCIS policy is to create separate bibliographic records for individual resources which are parts of a multipart work, for example a series of maps.

This policy does not apply in the case of multivolume single works such as *The World Book Encyclopedia* in twenty-four volumes or Tolstoy’s *War and Peace* in two volumes. Nor does it apply to resources lacking a comprehensive title (see RDA 2.3.2.9). In these cases create a comprehensive description.

In the case of closed multipart works cataloguers may, if they have all parts in hand, create a composite description for the whole in addition to the separate records for the individual parts. Give details of the comprehensive item as a series statement, unless the title is dependent on that of the comprehensive item.

Analytical entries may also be created for journal articles. The call number for such records should be the same as the call number for the journal as a whole. Create an access point for the title of the journal, as instructed in RDA 25.1. The MARC bibliographic level code for such records should be ‘b’ for serial component part.

However journal articles issued as separate items (for example offprints or photocopies), should be catalogued as monographs and classified according to subject content, at the appropriate part of the schedules.

1.5.4 Hierarchical description

Do not create hierarchical descriptions.

1.7 Transcription

1.7.3 Punctuation

SCIS uses prescribed punctuation in accordance with ISBD specifications (RDA Appendix D.1). For examples of prescribed punctuation, see Section 6 of these standards.

1.7.4 Diacritical marks

From January 2018, apply the RDA instruction to transcribe diacritical marks such as accents as they appear on the source of information.
1.8 Numbers expressed as numerals or words

1.8.1 General guidelines

The guidelines at 1.8.2–1.8.5 apply when recording numbers expressed as numerals or words in the following elements:

- Numbering of serials
- Date of publication
- Numbering within series

1.8.2 Form of numerals

Substitute Arabic for Roman numerals.

1.8.3 Numbers expressed as words

Substitute numerals for numbers expressed as words.

1.10 Notes

1.10.1 General guidelines on notes

Keep notes to a minimum and record only those of significance either to the resource in hand or to the user group. See the full record examples in sections 5 and 6 of these standards for examples of notes used in SCIS records.

1.10.3 Quotations

When recording quotations from the resource or other sources do not give quotation marks. Either follow the quotation by an indication of its source in parentheses, or precede the quotation with an indication of its source.

Example

Summary: Providing an intimate look at how Italians cook … (Book jacket)
On back cover: Text type: literary recount.

2.2 Sources of information

2.2.2 Resources consisting of one or more pages, leaves, sheets or cards

For maps with a title on the folded out map itself and another title which appears when the map is folded, use the title on the map as the title proper. Add a note and give an access point for the title displayed on the folded map.

2.2.4 Other sources of information

For instructions on recording series statements that do not appear on the manifestation itself, see 2.12.2.2 below.
2.3 Title

2.3.1 Basic instructions on recording titles

2.3.1.6 Introductory words, etc.

Apply the optional addition to record a variant title if considered important for identification or access. Use judgment in determining which forms of titles should be recorded.

Examples

Source of information: Walt Disney presents Sleeping Beauty
Title: Sleeping Beauty
Variant title: Walt Disney presents Sleeping Beauty

Source of information: Welcome to the home page of the Australian Anthropological Society
Title: The Australian Anthropological Society
[no variant title]

2.3.1.7 Title of parts, sections and supplements

Note the order in which titles of parts, sections or supplements are recorded. The common title, designation (if any) and the title of the part, section or supplement together make up the title proper. Other title information is recorded after the title proper. However if the other title information relates only to the common title and is considered important for identification or access, it may be recorded after the common title and before the part, section or supplement title.

Examples

Catholic worship. Book II, Full music edition
Elvis. Vol. 1 : karaoke hits
The story of the world : history for the classical child. Volume 2, The Middle Ages : from the fall of Rome to the rise of the Renaissance
Games for the English curriculum : enjoyable ways to enrich and extend language learning. Book 3, Years 5-6

2.3.2 Title proper

2.3.2.6 Collective titles and titles of individual contents

For a resource that has a source of information for the title proper bearing both a collective title and the titles of individual contents within the resource, generally record the titles of individual contents as the titles of related manifestations. Use judgement: if there are too many individual titles; in this case do not record them as related manifestations.
2.3.2.11 Recording devised titles
Apply the alternative instruction: devise a title in English.

2.3.4 Other title information

2.3.4.3 Recording other title information
For instructions on recording other title information where the title proper consists of a common title followed by the designation (if any) and title of the part, section or supplement, see 2.3.1.7 above.

2.3.9 Key title
Do not record a key title.

2.4 Statement of responsibility

2.4.1.4 Recording statements of responsibility
Apply the optional omission to abridge a statement of responsibility. Do not abridge the statement if the title is necessary to identify a person, or is a term of honour or nobility.

*Examples*
by Harry Smith
(Source of information reads: by Dr Harry Smith)

by T.A. Rennard
(Source of information reads: by the late T.A. Rennard)

by Mrs Charles H. Gibson
[do not abridge the statement]

by Sir Les Patterson
[do not abridge the statement]

2.4.1.5 Statement naming more than one person, etc.
Apply the optional omission for a single statement of responsibility naming more than three persons, families or corporate bodies performing the same function. Spell out the number summarising the omission.

*Example*
Susan Jones [and four others]
(Source of information reads: Susan Jones, Loretta Leary, Jim Searle, Polly Wood and Jenny Dixon)

Amanda Conner, Jimmy Palmiotti, writers; Chad Hardin [and seventeen others], artists
2.4.1.6 More than one statement of responsibility

Record subsequent statements of responsibility pertaining to those persons, families or corporate bodies who have contributed to the intellectual content of the work. This includes editors and illustrators and translators, even when no access point is required.

For videos and electronic resources, generally record names in the statement of responsibility only for persons, families or corporate bodies with some degree of overall responsibility for the work. Examples include writers; directors; producers; animators; and authors of adapted works. For those who are responsible only for one segment or aspect of the work, or if in doubt, record names in the note area (RDA 2.17.3).

Do not record statements referring to those who have not contributed to the intellectual content of the work, eg writers of forewords.

Do not transcribe editor statements for those whose work is limited to preparing the item for manufacture, eg ‘in-house’ editors, editorial supervisors, publications editors, photo-editors, series editors, consultant editors and sponsoring editors. Consultants are rarely responsible for content and need not be transcribed. Do not include statements referring to those involved in the manufacture of the resource, eg book designer, cover and page designer, cover artist, cover designer, designer, graphic designer, layout designer or production manager.

2.4.3.3 Parallel statements of responsibility

If an item has parallel titles and a statement or statements of responsibility in more than one language or script, transcribe the statement after the title proper, parallel title or other title information in one language only, using a statement in English, if provided, or otherwise the language of the title proper.

2.6 Numbering of serials

Apply the alternative instructions at RDA 2.6.2.3, 2.6.3.3, 2.6.4.3 and 2.6.5.3 to make a note on the numbering and chronological designation of the first and last issues or parts of the sequence of a continuing resource. See RDA 2.17.5.3.

Examples

Began with no. 1 in January 2010
Began with issue for spring 2000
Ceased with volume 5, no. 7 (July 2005)

2.7 Production statement

For resources issued in an unpublished form, record only the date of publication. Do not record the place of production or producer’s name.

2.8 Publication statement

2.8.1.4 Recording publication statements

SCIS policy is to follow RDA in transcribing places of publication and publishers’ names in the form in which they appear on the source of information.

Apply the option to omit levels in a corporate hierarchy that are not required to identify the publisher. If both the name of the publisher and the name of the division of the publisher appear in the prescribed sources of information, give whichever is more prominent; if both have equal prominence, give the first mentioned.
2.8.2.3 Recording place of publication

Record the place of publication as it appears on the source of information, including both the local place name and the name of the larger jurisdiction if present on the source. If the name of the larger jurisdiction is not present on the source, apply the option to supply it only if considered important for identification or access. If supplying the name of the larger jurisdiction, enclose it in square brackets to indicate it is taken from outside the resource.

Examples
Aldershot, Hampshire, England
Canterbury, Victoria
Adelaide
Penrith, NSW
Dublin [Ohio]
Victoria [British Columbia]
Auckland, New Zealand

2.8.2.4 More than one place of publication
Give only the first-named place of publication. Omit all other places.

2.8.2.6 Place of publication not identified in the resource
If the place of publication is uncertain, give a probable or 'best guess' place of publication. Record '[Place of publication not identified]' only as a last resort if the place of publication is totally unknown.

Examples
[United States?]
[Great Britain?]

2.8.4.3 Recording publishers' names
SCIS policy is to record publishers' names as found on the source of information. Note that the AACR2R instruction to record a name in the shortest form in which it can be understood and identified internationally is no longer applicable.

Examples
Penguin Books
The Five Mile Press
HarperCollinsPublishers
Shawnee Press
Moody Publishers

2.8.4.5 More than one publisher
Record only the first named publisher.

2.8.4.7 No publisher identified
If the name of the publisher is uncertain, give a probable or 'best guess' publisher, for example the manufacturer. If no probable publisher can be identified, record '[publisher not identified]'.

Example
[Australia] : [publisher not identified], [2002?]
2.8.6.6 Date of publication not identified

If an item lacking a date of publication contains only a copyright date, supply the copyright date as the probable publication date. Do not include the copyright symbol and do not enclose the date in square brackets.

Record ‘[date of publication not identified]’ only as a last resort, if it is totally impossible to estimate an approximate date.

Example

2006


2.9 Distribution statement

Do not record statements identifying the place of distribution, distributor or date of distribution. If the name of the publisher is not easily ascertainable and the distributor is displayed in one of the sources of information, record the name of the distributor in a note (RDA 2.17.8). The name of the distributor may also be noted when a broadcast recording becomes available commercially, as instructed at section 5:C2.1 of these standards.

2.10 Manufacture statement

Do not record statements relating to the printing, duplication etc. of a resource in a published form.

2.11 Copyright date

Do not record the copyright date as a separate data element. If an item lacking a publication date contains a copyright date, record the copyright date as the probable date of publication, as instructed in 2.8.6.6 above.
2.12 Series statement
For publisher imprint phrases not considered series, see 2.17.7 below.

2.12.1.4 Recording series statement
Do not record variant series statements. If variant series titles are considered necessary for identification or access, record them in the series authority record. See the examples at 25.1.1.3 below and in section 7:C9.

2.12.2.2 Sources of information
Note the preferred sources of information for the title proper of a series (in order of preference):

   a) the series title page
   b) another source within the manifestation itself
   c) one of the other sources specified at RDA 2.2.4.

RDA 2.2.4 allows for information to be taken from outside the manifestation itself. Enclose a series statement taken from outside the resource itself in square brackets. Generally do not explain the source of the series statement in a note.

Example
[Divergent series] ; [1]

2.12.8 ISSN of series
Do not record the ISSN of a series.

2.12.9 Numbering within series
Record the numbering of the resource by applying the guidelines at 1.8 above. Transcribe other words, characters, or groups of words and/or characters as they appear on the source of information by applying 1.7 above.

For instructions on the numbering of the part of a series recorded as an access point, see section 2:D9 (RDA 24.6) below.

2.12.16 ISSN of subseries
Do not record the ISSN of a subseries.

2.15 Identifier for the manifestation
It is SCIS policy to record the following standard identifiers: ISBN, ISSN, ISMN. Music publishers' numbers and plate numbers should be recorded if available. Other publisher numbers such as publisher numbers for a videorecording may also be recorded if considered important for identification.

2.15.1.2 Sources of information
Where a single part resource bears two or more valid ISBNs (other than ISBN-13/ISBN-10 pairs) which may be considered as applying to the resource being described, take the information from the following sources in this order of preference:

   • Printed texts: back cover; verso of title page; colophon; any other source.
• Other resources: container; cassette, disc or reel label; title or other frames; any other source.

2.15.1.4 Recording identifiers
Give the ISBN without hyphens and spacing. Give the ISSN with the hyphen. If an item has both an ISBN and an ISSN, record the ISBN pertaining to the item. Where an item such as a yearbook or an individual work in a monographic series is being catalogued as a monograph, do not record the ISSN. ISSNs should only be recorded for serial records.

2.15.1.5 More than one identifier

Do not give standard numbers which apply only to accompanying material. Where such a standard number is considered important to the identification of the item, give it in a note.

Where an item made up of multiple parts is given a comprehensive description and bears an ISBN which is clearly intended to apply to the item as a whole, give this number. If there are two or more such numbers, select the one which appears on the container. Do not give an ISBN which applies only to an individual component part.

2.15.1.6 Incorrect identifiers
Record the corrected identifier if known, followed by the incorrect number. If the correct identifier cannot be ascertained, record only the incorrect number. Do not indicate that the number is incorrect or invalid.

If the ISBN is duplicated on different resources, include an explanatory note.

**Examples**
ISBN duplicated on all volumes in series.
ISBN duplicated. See also SCIS record 1407685.

2.15.1.7 Qualification
Do not record a qualification after the identifier.

2.17 Note on manifestation

2.17.2 Note on title

2.17.2.3 Title source
For electronic resources, make a note on the source of the title proper only if the title proper is not found on the title screen or, in the case of websites, on the home page.
2.17.3  Note on statement of responsibility

2.17.3.5 Other information relating to a statement of responsibility

For videos and electronic resources, make a note on participants, performers and other persons, families and corporate bodies responsible only for one segment or aspect of the work. Do not make a note for those with responsibility only for minor or technical aspects of the production, for example consultants or sound technicians.

Persons, families or corporate bodies with some degree of overall responsibility for the work, for example writers, directors, producers or animators, are recorded in the statement of responsibility (See RDA 2.4.1.6 above).

Examples
Puppeteer/puppet designer, Allen Highfield
Cast: Mel Gibson, Jodie Foster
Presenter, Geraldine Doogue; narrator, Lucy Bell

Optionally, for literary works known to be by New Zealand authors and/or illustrators, add a note identifying the author/illustrator as a New Zealander.

Examples
New Zealand author
New Zealand illustrator
New Zealand author; New Zealand illustrator

2.17.7  Note on publication statement

Publisher imprint phrases may be given in a note if the imprint name has not already been recorded.

Examples
New York : HarperTempest
Note: A Greenwillow book
On title page: HarperTempest
On title page verso: A Greenwillow book (Greenwillow is an imprint of HarperTempest)

London : Quantum.
(Do not make a note ‘A Quantum book’).

Burbank, California : Disneyland/Vista
Series: Disney storyteller
(‘Disney storyteller’ is considered to be a series title, not an imprint phrase)

For videos, make a note of the date of original production differing from the date of publication, if considered important.

Example
Made in 1934
2.17.8 Note on distribution statement

Generally note the name of the distributor only if the publisher is not easily ascertainable and the distributor is displayed in one of the sources of information. The name of the distributor may also be noted when a broadcast recording becomes commercially available, as instructed in section 5.C2.1 of these standards.

Example

Distributed in Australia by Roadshow Entertainment.

3.1 Describing carriers

3.1.4 Resources consisting of more than one carrier type

For resources consisting of more than one carrier type, generally treat one component as the main part and the other components as accompanying materials. Record the applicable carrier types and extent for accompanying materials as instructed in RDA 3.1.4.2 and 3.1.4.3. Do not record other characteristics or dimensions.

Apply the optional addition to name the container, but do not record the dimensions of the container.

Examples

[carrier information for main part] + 1 DVD
1 sheet, various pieces, in box

3.2 Media type

3.2.1.3 Recording media type

Generally follow the alternative to record a media type only for the predominant or most substantial part of a resource. However if the parts are interdependent or if in doubt, assign as many terms as are appropriate.

Examples

video (a DVD with accompanying notes)
unmediated (a book with CD-ROM, where the CD-ROM supports the content of the book but does not make sense alone)
audio ; unmediated ; video (a kit with audio CD, book and DVD which may be used independently)
3.3 Carrier type

3.3.1.3 Recording carrier type

Generally follow the alternative to record a carrier type only for the predominant or most substantial part of a resource. However if the parts are interdependent or if in doubt, assign as many terms as are appropriate.

*Examples*
- videodisc (a DVD with accompanying notes)
- volume (a book with CD-ROM, where the CD-ROM focuses on the content of the book but does not make sense alone)
- audio disc ; videodisc ; volume (a kit with audio CD, book and DVD which may be used independently)

3.4 Extent

3.4.1.3 Recording extent

Apply alternative b). Use a term in common usage to indicate the type of unit as an alternative to the terms listed under RDA 3.3.1.3 (carrier type). For online resources, see 3.4.1.7.5 below.

Note the exceptions for cartographic resources, notated music, still images, text and three-dimensional forms at RDA 3.4.1.3.

For the extent of three-dimensional forms such as games and toys, see RDA 3.4.6.2.

*Examples*
- 1 app
- 1 audio player
- 1 Blu-ray disc
- 1 CD-ROM
- 2 CD-ROMs
- 2 CDs
- 1 DVD audio
- 3 DVD-ROMs
- 1 DVD video
- 2 DVDs
- 1 e-book
- 1 MP3-CD
- 1 USB flash drive
3.4.1.7.5 **Online resources**

Follow the RDA instruction for resources consisting of one or more files in a format that parallels a print, manuscript, or graphic counterpart (e.g., PDF).

*Example*

1 e-book (68 pages)

For other types of files (e.g., audio files, video files), specify the number of files using one of the terms listed under RDA 3.19.2.3.

*Example*

1 online resource (audio file)

1 online resource (2 video files)

3.4.1.10 **Incomplete resource**

Incomplete multipart items are not catalogued as a whole. Record the term designating the type of unit *without* the number only for serials.

3.4.1.12 **Analytical description of a part**

When preparing an analytical description for a part of a larger resource (for example a separately titled track of a sound recording or an individual television program on a DVD), do not record the position of the part within the larger resource, as instructed in RDA 3.4.1.12.2.

3.4.3.2 **Recording extent of notated music**

Note that in RDA the definition of ‘score’ encompasses a work for solo performer.

3.4.5.3 **Single volume with unnumbered pages, leaves or columns**

If the number of pages etc. is fairly short, record the exact number. For larger items, record an estimated number of pages. If it is not practical to count or estimate the number of pages or leaves, record ‘1 volume (unpaged).

*Example*

32 unnumbered pages

approximately 150 leaves

1 volume (unpaged)

3.5 **Dimensions**

3.5.1.4 **Dimensions of carrier**

Do not record the dimensions of a carrier.

3.16 **Sound characteristic**

3.16.3 **Recording medium**

Do not record the recording medium.

3.16.4 **Playing speed**

Do not record the playing speed for sound cassettes since this is standard.
3.16.5 **Groove characteristic**
Do not record groove characteristics for analogue recordings.

3.16.6 **Track configuration**
Do not record the track configuration for sound track films.

3.18 **Video characteristic**

3.18.1.4 **Details of video characteristic**
Do not record other details of video characteristics.

3.19 **Digital file characteristic**

3.19.1.4 **Details of digital file characteristic**
Do not record details of recording density, sectoring, and other details of digital file characteristics.

3.19.2.3 **File type**
Record the file type for remote access resources such as audio files and sound files if it can be readily ascertained and is considered important.

*Example*
1 online resource (video file)

3.19.3 **Encoding format**
Record the encoding format for remote access resources such as video files or PFD documents if it can be readily ascertained and is considered important.

*Example*
1 online resource (9 pages) : PDF.
1 online resource (video file : 29 min.) : MPEG-4

3.21 **Note on carrier**

3.21.2 **Note on extent of manifestation**
Do not include notes on the type and extent of electronic resources.

3.21.3 **Note on dimensions of manifestation**
If appropriate, include a general note with one of the following descriptions: ‘Big book,’ ‘Pop-up book’ or ‘Small book’.

3.22 **Note on item-specific carrier characteristics**
For serials, include a note ‘Library has’. This will allow individual libraries to make a holdings statement.

4.2 **Term of availability**
Do not record the terms on which the resource is available.
2:D3  Section 2: Recording attributes of work & expression

6.2  Title of the work

6.2.1.7  Initial articles
Apply the alternative instruction to omit an initial article (see RDA Appendix C) unless the title for a work is to be accessed under that article.

6.2.2  Preferred title for the work
Choose a preferred title only for the following works:

- the works of Shakespeare
- legal materials
- music
- sacred scriptures
- works created before 1501
- works created after 1500, well known under a shorter title
- series titles.

6.2.2.3  General guidelines on choosing a preferred title
For series titles, generally choose as the preferred title the one appearing most frequently on recent works in the series, and make variant title references from the other forms. Use Library of Congress Authorities as a guide. Note that series authorities created by Program for Cooperative Cataloging (PCC) participants are available in Library of Congress Authorities.

6.2.2.10  Recording the preferred title for a compilation of works by one agent
Do not apply the instructions at RDA 6.2.2.10.1–6.2.2.10.2 or the alternative instruction at 6.2.2.10.3; i.e. do not record a conventional collective title for complete or selected works.

6.9  Content type

6.9.1.3  Recording content type
Generally follow the alternative to record a content type only for the predominant or most substantial part of a resource. However if the parts are interdependent or if in doubt, assign as many terms as are appropriate.

Examples
- text (a book with minor illustrations)
- still image ; text (a picture book where text and illustration are equally important)
- text (a book with CD-ROM, where the CD-ROM supports the content of the book but does not make sense alone)
- spoken word ; text ; two-dimensional moving image (a kit with audio CD, book and DVD which may be used independently)
6.23 Title of a religious work

6.23.2.9.7 Other selections from the Bible
Do not record ‘Selections’.

6.23.2.10.2 Minor tractates
Do not record ‘Minor tractates’ as a subdivision of the preferred title for the Talmud.

6.25 Other distinguishing characteristic of the expression of a religious work

6.25.1.4 The Bible and parts of the Bible
Do not record the name of the version of the Bible.

6.27 Constructing access points to represent works and expressions

6.27.1 Authorized access point representing a work

6.27.1.2 Works created by one agent
SCIS does not apply this instruction for series created by a single person, family or corporate body. For such series, create the authorised access point using the preferred title.

Example
Chronicles of Narnia
NOT Lewis, C.S. Chronicles of Narnia

6.27.1.3 Collaborative works
Note the exception for moving image works at RDA 6.27.1.3: “For motion pictures, videos, video games, etc., construct the authorized access point representing the work by using the preferred title for the work.” In other words, do not assign an author main entry (MARC 100 field) to moving image works.

6.27.1.5 Adaptations and revisions
If the title of the original work is the same as the title of the adaptation being catalogued, add an access point for the name of the person, family or corporate body responsible for the original work. Do not combine this access point with the preferred title.

If the original work is of uncertain or unknown authorship and is known only by a preferred title, add an access point for that title if it is different from that of the title being catalogued.

6.27.1.6 Commentary, annotations, illustrative content, etc., added to a previously existing work
It is not always clear when a work is an illustrated text or a collaboration between artist and writer (RDA 6.27.1.5). If in doubt, presume it to be a collaboration.
6.27.1.8 Works of uncertain or unknown origin

If in doubt as to the probable person, family, or body responsible for a work, assume that the attributed person, family or body is responsible.

6.27.1.9 Additional elements in authorized access points representing works

Do not add the edition statement, date etc. to an additional title access point or to an access point consisting of an authorised name combined with a title.

6.27.3 Authorised access point representing an expression

Do not add the language of the expression to the authorised access point representing the work or part of the work.

6.27.4 Variant access point representing a work or expression

6.27.4.2 Librettos, lyrics or other texts for musical works

Do not apply the instruction to create variant access points representing librettos.

6.27.4.3 Variant access point representing a part of a work

Do not construct a variant access point representing the preferred title for the work as a whole and the preferred title of the part.

6.27.4.4 Variant access point representing a compilation of works

The instruction does not apply, as SCIS does not use conventional collective titles.

6.30 Constructing access points to represent religious works and expressions

6.30.1.5 General instructions on liturgical works

Do not construct an authorised access point using a preferred title for a liturgical work.

6.30.3.2 Authorized access point representing an expression of the Bible

Do not add the language, the version or the date of the expression to the authorised access point representing the Bible. See also RDA 6.25.

6.30.3.3 Authorized access point representing an expression of the Talmud, Mishnah and Tosefta, or Midrashim

Do not add the name of the language or languages to the authorised access point representing a translation of the Talmud, Mishnah and Tosefta, or Midrashim.

6.31 Constructing access points to represent official communications

6.31.1.2 Communications of a single official

Do not construct an authorised access point using a preferred title for an official communication by a pope, bishop, etc.
7.7  Intended audience
Generally do not make a note of intended audience. However a note may be included for the audience user level metadata supplied by Education Services Australia or for the censorship rating of films.

7.10  Summarization of the content
Add an objective summary to all bibliographic records where feasible.

Summaries can be sourced from the physical item or online sources such as Libraries Australia, WorldCat, publisher website, distributor website, etc. or previous editions already catalogued by SCIS. Only use sources such as Amazon, Google Books, and Fishpond if summaries cannot be found elsewhere.

Sources of summaries are recorded if they are quotations e.g. (Back cover), (Publisher), (Distributor). Sources such as Books in Print, Trove, WorldCat and Amazon are not recorded.

If copying publisher summaries, remove the hyperbole, exaggeration, sales terms and subjectivity. Remove phrases like: "lavish artwork", "must read for every teenager", "finding out about [topic] has never been so engaging". Apply grammatically correct capitalisation rules.

Certain types of items, such as collected works, collections, textbooks, study guides, foreign language materials etc. are not easily summarised. In these cases, a generic summary can be created.

Example

*Collected works:* A collection of prose, poetry and drama from England’s first professional female writer.

*Collection:* A collection of short stories from emerging Australian authors.

*Textbook:* This textbook covers materials for the 2019 VCE curriculum standard for physics.

*Study guide:* This study guide is written for preparation for OCR A level examination in chemistry.

*Foreign language:* A collection of stories in Chinese.

7.15  Illustrative content

7.15.1.3 Recording illustrative content
Record the type of illustrative content in place of or in addition to the term ‘illustration’ or ‘illustrations’.

Example

colour illustrations, maps, portraits

7.16  Supplementary content
Do not add notes for bibliographies and indexes.

7.17  Colour content

7.17.1.3 Recording colour content
Apply the alternative. Use the terms ‘colour’ and ‘black and white’ instead of ‘polychrome’ and ‘monochrome’.
7.17.1.4 Details of colour content
Do not give details of the process or colour recording system of a motion picture or video.

7.22 Duration

7.22.1.3 Recording duration
If the item being described has a playing time, or if the time is readily ascertainable, give that time as it appears on the resource.
If the total time is neither stated on the item nor readily ascertainable, do not record an approximate time.

7.22.1.4 Duration of component parts
For resources consisting of more than one component part, record the total duration if readily ascertainable. Do not record the duration of the component parts.

2:D4 Section 3: Recording attributes of agents

8.4 Language and script
Apply the alternative instruction to record a transliterated form of the name as a substitute for the form that appears on the source.

8.5 General guidelines on recording names

8.5.6 Spacing of initials and acronyms
The preferred style for the form of personal names which include initials is to omit the space between initials but to insert a space between an initial and another forename.
Names containing two or more consecutive initials are recorded without a space separating the initials from each other.

Example
Lawrence, D.H.
NOT Lawrence, D. H.
Names with a single initial followed by a forename will be entered with a space between the initial and forename.

Example
Fitzgerald, F. Scott
NOT Fitzgerald, F.Scott

9.2 Name of the person

9.2.2 Preferred name for the person
9.2.2.3 Choosing the preferred name

In general, choose, as the basis of the heading for a person, the name by which he or she is commonly known in SCIS records on the SCIS database.

Determine the name by which a person is commonly known from the preferred sources of information (see RDA 2.2) of works by that person issued in his or her language in SCIS records on the SCIS database.

The suggested process is as follows:

1. Search the SCIS database to make sure that the name is not already there in some form or other. It is essential to search broadly using truncation or browsing to ensure that all possible versions of the name are identified. Ensure that ‘Used for’ (UF) references have been established from the least used forms of the name to the established authorised form (but make sure that such references are not likely to clash with any existing headings).

2. If not found on the SCIS database, and there is no conflict or doubt about the form of the name, establish the form of the name as cited in the statement of responsibility as the authorised form. Add any varying forms of the name found elsewhere in the resource as UF references, eg differing form in copyright statement (but make sure that such references are not likely to clash with any existing headings).

3. If a conflict or doubt arises, and the name is *Australian*, search Libraries Australia for the most consistent form of the name appearing in statements of responsibility. If the name is of an *overseas* author, however, search for it in Library of Congress Authorities.

4. Establish a name authority and add a UF reference from the resource in hand if the name on the resource is not the preferred authority form. (Make sure this reference does not clash with any other headings).

5. When subsequent works by the same author are added to the database, cataloguers should monitor changes in the form of the author's name in their works, and review the form of the name on the authority file, amending, if deemed necessary and appropriate (in relation to the number of records with the old and new forms), to the *commonest form* being used in new works by the author.

9.2.2.5 Different forms of the same name

9.2.2.5.3 Names found in a non-preferred script

Apply the alternative instruction: if there is a well-established form of name in English-language reference sources, choose that form of name as the preferred form.

9.2.2.9 General guidelines on recording names containing a surname

9.2.2.9.5 Words, etc., indicating relationship following surnames

Do not record relationship terms following a surname, for languages other than Portuguese.
9.19 Constructing access points to identify persons

It is SCIS policy to add the title or other designation associated with a person as instructed at RDA 9.19.1.2. Additional data may be included where a person is known by surname only (RDA 9.2.2.9.3); identified by a partner’s name (RDA 9.2.2.9.4); or where the person’s name does not convey the idea of a person (RDA 9.16.1.3).

SCIS does not generally add any other data to distinguish personal names. The same heading may be used for all persons with the same name, irrespective of what additional distinguishing information is available.

9.19.1 Authorised access point representing a person

9.19.1.3 Dates of birth and/or death
Do not add dates associated with persons.

9.19.1.4 Fuller form of name
Do not add the fuller forms of names.

9.19.1.5 Period of activity of the person
Do not add the period of activity of the person.

9.19.1.6 Profession or occupation
Add the profession or occupation only for names not conveying the idea of a person.

Example
Jewel (Singer)

11.2 Name of the corporate body

11.2.2.8 Initial articles
Apply the alternative instruction to omit an initial article unless the access point is to file under the article. Do not omit initial articles from Māori names.

Example
Te Puna Matauranga o Aotearoa
(Do not omit Te)

11.2.2.12 Names found in a non-preferred script
Apply the alternative instruction to use a transliterated form appearing in resources associated with the body. Do not record the other forms of the transliterated name as variant names.

11.2.2.14 Subordinate and related bodies recorded subordinately
Record the name of a government body as a subdivision of the government where there is doubt about the distinctiveness of the name.
11.2.3.5 **Acronym/Initialism/Abbreviated form**

For preferred names consisting of initialisms or acronyms, record the form of name not chosen as a variant name. If an acronym or initialism is recorded as a variant name, record the name both with and without full stops.

**Examples**

Preferred name: Unesco
Variant name: U.N.E.S.C.O.

Preferred name: United States
Variant name: U.S.A.
Variant name: USA

11.13 **Constructing access points to represent corporate bodies**

11.13.1. **Authorized access point representing a corporate body**

See Appendix A of these standards for a list of commonly used qualifiers for names and other access points.

11.13.1.3 **Place associated with the corporate body**

Do not add a state or territory qualifier to names of Australian schools if there is no likelihood of a conflict. In case of doubt as to whether to add a qualifier to other non-conflicting names, do not add a qualifier.

11.13.1.8 **Number, date and location of a conference, etc.**

Use the form 1st, 2nd, 3rd etc. for the English ordinal number added to the name of a conference, etc. However do not add the number of the Olympic Games and similar sporting events.

Add the name of a local place without adding the name of the larger place as specified in RDA 16.2.2.4, unless such addition is needed to distinguish between two or more places with the same name.

**Example**

Olympic Games (2000 : Sydney)
International Architecture Exhibition (6th : 1996 : Venice)
Section 4: Recording attributes of concept, object, event & place

Name of the place

Different language forms of the same name

Choose a form of name in English if one is in general use.

Section 5: Recording primary relationships between work, expression, manifestation & item

Section 6: Recording relationships to persons, families & corporate bodies

Relationship designator

Recording relationship designators

Do not record relationship designator terms with authorised access points.

Other agent associated with a work

Scope

For each of the following formats, include authorised access points for:

- Videorecordings: writers, directors, producers, authors of original works for which an adaptation is being catalogued, both the interviewer and interviewee of a video of an interview.
- Sound recordings (non-music): writers, authors of adapted works.
- Electronic resources: writers, illustrators/animators, producers and authors of adapted works.
- Graphic novels: pencillers, inkers.

Recording other agents associated with a work

Record the name of the Chairman, Commissioner etc. of a Committee of Inquiry, Royal Commission etc. If the name of the Chairman, etc. does not appear elsewhere in the record, add a note of explanation. If the report of such a Committee is popularly known by a title consisting of the name of the Chairman plus the word ‘report’, eg Vinson report, also make a variant title access point.

Example

Title: Inquiry into the provision of public education in NSW
Variant title: Vinson report
Note: Chairperson: Tony Vinson
Authorised access point: Vinson, Tony

Contributor

Recording contributors

Do not provide an authorised access point for a translator.
2:D8 Section 7: Recording relationships to concepts, objects, events, & places

2:D9 Section 8: Recording relationships between works, expressions, manifestations, & items

24.6 Numbering of part

24.6.1.3 Recording numbering of parts

Note the instruction to apply the general guidelines on numbers expressed as numerals or words at 1.8. This instruction applies to numbering as part of a series access point. For instructions on recording numbering within the series statement, see 2.12.9 above.

Examples

Chronicles of Westria ; 6
Source of information reads: The chronicles of Westria book VI

Introduction to the world's major religions ; 3

Little lunch ; episode 24

From May 2018, the following instructions apply. Do not transcribe words relating to the sequential numbering if they are any of the following terms:

Vol.
Volume
Bk
Book
No
Number
Part
Pt
Issue

Examples

I am number four series ; 5 (sequential term on source, book)
(Source of information reads: Book five of the New York Times bestselling I am number four series)

Introduction to the world's major religions ; 3
(Source of information reads: volume 3)

Australia's history in rhyme ; 7
(Source of information reads: pt. 7)

Star shards trilogy ; [1]
(Numbering taken from a source outside the manifestation itself)

Star league ; 6
Song of ice and fire ; 3, 2 (Source of information reads: Song of ice and fire ; book 3, part 2)

Chronicles of Westria ; 6
Source of information reads: The chronicles of Westria book VI

Little lunch ; episode 24
25.1 Related work

25.1.1.3 Recording relationships to related works

Series
Include an access point for the title of a series if it provides a useful collocation. Variant series titles are included in the series authority record according to the provisions of RDA 6.2.3 (see section 7:C9 of these standards). Variant series titles are no longer recorded as separate access points.

Examples
Preferred title: Star wars. Clone wars
Variant title: Clone wars

Preferred title: DK readers. 1, Beginning to read
Variant title: Beginning to read

Contents notes
For incomplete contents notes, use ‘Contents include:’ as the preliminary statement. For complete contents notes use ‘Contents:’. (Earlier practice was to record statements such as ‘Table of contents includes:’ or ‘Table of contents:’.)

Examples
Contents include: Why use blogs in the classroom? -- Standards and benchmarks …
Contents: Discovering Australia -- Landscape and climate …

27.1 Related manifestation

27.1.1.3 Recording relationships to related manifestations

Describe supplementary items and accompanying materials as instructed at 3:1.4 above.
Do not give details of other formats in which the content of the resource has been issued.

2:D10 Section 9: Recording relationships between agents

2:D11 Section 10: Recording relationships between concepts, objects, events, & places

2:D12 Appendices

Appendix C: Initial articles

For guidelines on initial articles and filing indicators, see Appendix C of these standards.

Appendix I: Relationship designators

SCIS does not use relationship designators to indicate the specific nature of relationships between a resource and persons, families, and corporate bodies associated with that resource.
3. CLASSIFICATION

3:A AUTHORITIES

3:B REFERENCES

3:C INTRODUCTION
3:C1 Purpose of classification in the database
3:C2 National and local cataloguing
3:C3 Two classification numbers
3:C4 Book numbers
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3:D SYSTEM POLICY AND DEWEY DECIMAL CLASSIFICATION
3:D1 Understanding of Dewey Decimal Classification
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3:E DECISIONS AND INTERPRETATIONS
3:E1 Book numbers
3:E2 Fiction
3:E3 Table 1: Standard subdivisions
3:E4 Table 2: Geographic areas, Historical periods, Persons
3:E5 Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms
3:E6 Table 4: Subdivisions of individual languages and language families
3:E7 Table 5: Ethnic and national groups
3:E8 Table 6: Languages
3:E9 000 Computer science, information and general works
3:E10 100 Philosophy & psychology
3:E11 200 Religion
3:E12 300 Social sciences
3:E13 400 Language
3:E14 500 Natural sciences and mathematics
3:E15 600 Technology (Applied sciences)
3:E16 700 The arts
3:E17 800 Literature (Belles-lettres)
3:E18 900 History & geography
3:A AUTHORITIES


OR


3:B REFERENCES

3:C INTRODUCTION

3:C1 Purpose of classification in the database

Since the application of a classification scheme, whether in a single institution or in a network, represents an attempt to provide for the special needs of a special clientele, it is appropriate for cataloguers to keep in mind the nature of their particular clientele and the purposes for which the classification is applied.

The end users of the system are schools and some college libraries, and the purpose for which they require classification numbers is shelf arrangement. For this reason the system favours broad classification and shorter numbers rather than close classification and longer numbers.

The system provides cataloguing copy to schools and aims to provide appropriate and acceptable copy so that library staff do not feel compelled to make adjustments to the records they receive. Call numbers provided in SCIS products must, without modification, mesh with numbers being assigned in local cataloguing.

Congruence of call numbers can occur only if individual schools use the same edition of Dewey as system cataloguers and routinely expand numbers to the same degree. It follows that the rules should be kept as simple as possible so they can be communicated easily to users. The implications for practice are that:

- practice should remain faithful to ADDC15 or DDC23 as published;
- general principles or rules of application should be synthesised to facilitate practice and routine replication;
- deviation from principles should be kept to a minimum.

General principles are outlined in 3:D. Deviations are included with explanations in 3:E Decisions and Interpretations.

3:C2 National and local cataloguing

Schools will not need to acquire DDC23. Schools using DDC23 will find it is not followed to its fullest expanded detail in every section.

3:C3 Two classification numbers

Each record should contain two classification numbers, one from ADDC15 and one from DDC23. An exception is made for fiction, where one classification is used.

Since the classification standard is defined in terms of the current editions of the Dewey Decimal Classification, it will be necessary to revise the standards when new editions of Dewey are adopted.

In defining the classification standard, it has been kept in mind that cataloguing decisions are more significant than classification for information retrieval purposes. If access via the alphabetical catalogues can be assured, then fine subdivisions of Dewey classes or ingenious shelving devices are not especially valuable ways of linking related materials.
3:C4  Book numbers

Alphabetic characters are used rather than numerals for book numbers to eliminate the possibility of confusing the book number with an extension of the Dewey class number.

Book numbers usually comprise the first three letters of the first filing word of the authorised access point.

*Exceptions*

Special book numbers are employed for certain classes of material. In some instances, a special book number serves as an extension of the subject classification and effects a convenient sub-arrangement within Dewey classes; in others, the special book number serves as a shelving device to place works such as commentaries and adaptations with the original text. See 3:E1 for a full statement of decisions and interpretations concerning book numbers.

3:C5  Call number prefixes

Call numbers in the database and SCIS products do not include prefixes or location symbols. It is recognised that individual libraries will need to employ such devices, but how they go about it is not prescribed but left open.

3:C6  Fiction

The policy is to class fiction, regardless of language, as ‘F’. See 3:E2 for a full statement of decisions and interpretations concerning fiction.

3:C7  Materials in languages other than English

The system treats materials in LOTE in the same way as materials in English. The unofficial variation noted, but not approved by the Editors of the Dewey Decimal Classification, for showing language in notation is not employed, nor do call numbers incorporate any prefix to signify language or location.

Individual schools wishing to shelve LOTE materials in separate sequences will need to supply their own prefixes or location symbols.
3:D SYSTEM POLICY AND DEWEY DECIMAL CLASSIFICATION

3:D1 Understanding of Dewey Decimal Classification

These Standards assume that cataloguers are totally familiar with the structure and mechanics, theory and application, of the DDC scheme in both the full and abridged editions. They assume knowledge and understanding of the Editors’ introduction to each edition, and of the contents of the other authorities listed in 3:A. They assume also a high level of skill in the practice of analysing works and assigning numbers in accord with the scheme’s provisions. A consequence of these assumptions is that the Standards do not constitute a manual on how to classify. They are intended to supplement DDC, not to repeat or paraphrase any part of it. Interpretation is offered only where some ambiguity threatens to cause a divergence of practice. As published, DDC provides a high degree of flexibility to meet the needs of diverse users. The purpose here is to reduce the diversity in order to promote consistent practice.

3:D2 Fundamental principles

The fundamental principles to be observed by cataloguers are those inherent in the scheme and those specified by the Editors.

Principle of hierarchy

The Editors stress the significance of the principle of discipline and the principle of hierarchy to an understanding of the DDC structure and notation.

The effective application of DDC requires that the appropriateness of a given number should always be checked upward through each succeeding level of the hierarchy. This fundamental principle is the foundation on which the house rules for practice and style are built.

Classifying with the DDC

The Editors’ canon encompasses rules and principles for classifying:

- works on one subject within the boundaries of one discipline,
- works considering one subject within two or several disciplines,
- works dealing with two or more subjects considered separately or in interrelation or in two or more disciplines,
- works treating subjects not yet provided for in the schedules.

Cataloguers will follow the procedures recommended, unless otherwise instructed in 3:E: Decisions and interpretations. Decisions about subjects not yet provided for in the schedules will be circulated to members.

The relative index

The Editors stress the primacy of the schedules over the index in the operation of assigning numbers. Cataloguers are urged to check the index constantly to ensure that no preferable aspect or pertinent cross-reference is ignored.
3:D3 Faithfulness to DDC as published

The classification rules, as a matter of principle, strive to be faithful to DDC23 and ADDC15 as published. Unless otherwise specified in these Standards, cataloguers will follow all notes, instructions, rules and principles, interpretations and preferences indicated by the Editors. Departures from specific printed provisions are kept to the minimum consistent with the special needs of the user group.

In adopting the principle of faithfulness, it should be observed that the most heralded feature of DDC is its adaptability and flexibility and there are many officially sanctioned opportunities to depart from specific printed provisions. Where appropriate, this flexibility is taken advantage of to serve the special needs of users. The touchstone for all decisions about classification policy is usefulness to school libraries.

3:D4 Number-building

Length of numbers

These Standards limit the number-building allowed by DDC23 and ADDC15. While it is regarded as too arbitrary and limiting to restrict all numbers to a specific length, it is expected that cataloguers will approach number-building cautiously. A logical cut-off point will be the criterion. As a guide, the numbers for the abridged edition will consist of seven digits, four after the decimal point, and for the full edition nine digits, six after the decimal point.

Appropriateness: useful and sensible grouping

In number-building, appropriateness is an important factor. Cataloguers must consider appropriateness of the contemplated subdivision to the subject and the appropriateness of the subdivision to the needs of users.

The first principle is to cut (or stop building) the number at a point that will bring about a useful grouping. The second principle is to cut at a point that will bring about a sensible grouping in the context of curriculum in Australian and New Zealand schools, the character of school library collections, and the needs of teachers and students.

Limits to expansion

In pursuit of appropriateness, cataloguers will exercise extreme caution with respect to number-building. This applies to both ‘Add from the schedules’ instructions and ‘Add from the tables’ instructions. Cataloguers will always test the adequacy of a seven- or nine-digit number before proceeding further.

Built numbers in WebDewey

Cataloguers should note that WebDewey contains many built numbers. Built numbers must be tested for length, appropriateness and adherence to these Standards before being assigned to a work.

Table 2, number reduction

When adding from Table 2 in classes other than history and geography, cataloguers will add only the notation from the country and not its state or regional subdivisions, for all countries except Australia and New Zealand. All classes may be given the expansions for Australian and New Zealand states and regions as required. This number reduction principle is applied in both ADDC15 and DDC23.
Table 2, use limited

A further rule of thumb limiting the use of Table 2 is that cataloguers will avoid adding one area notation to another following instructions such as ‘Add notation 3–9; then … add 0 and to the result add notation 3–9 …’; unless a special decision to do so is recorded in 3:E: Decisions and Interpretations. This device has been judged useful in dealing with international economics and commerce and with foreign policies of and foreign relations between nations, but superfluous in other instances.

Table 3, use limited

The subdivision of individual literatures allowed by DDC23 is more detailed than required. Consequently cataloguers will limit number-building using Table 3: Subdivisions of Individual Literatures, for specific literary forms by ignoring all instructions to add from Table 3-C. This supplementary table is used for reference purposes only.

Table 4, use limited

The subdivision of individual languages allowed by DDC23 is more detailed than required. Cataloguers will limit expansion by ignoring all instructions given in Table 4: Subdivisions of Individual Languages to ‘Add to [Table 4] notation 1–9 (or 2–9) from Table 6’.

Tables 5, 6

No special rules have been devised to limit the use of Table 5: Ethnic and National Groups and Table 6: Languages, with DDC23. These tables are absent from ADDC15, and it is thought they should have limited application even in DDC23. No special limits are placed upon their use, however, since it is expected that the general principles limiting long numbers and requiring appropriate subject groupings will be sufficient guide for cataloguers approaching these tables thoughtfully.

Table 1, Editors’ restrictions

Special caution is needed in number-building using the notations from Table 1: Standard Subdivisions. The Editors insist upon several important restrictions on the use of standard subdivisions. Cataloguers will follow carefully the guidelines set out in section 8.3-8.10 of the Introduction and the interpretations and instructions given in the Manual. Numbers derived in this way must then be tested for length and appropriateness before being assigned to a work.

Standard subdivisions and long numbers

Care is required when a cataloguer contemplates adding a standard subdivision to a number which is itself the result of synthesis. Frequently, for example, it will not be possible to use T1–09 + T2 notation with synthesised numbers because the four digits necessary to designate a country will make the notation too long. As a rule of thumb, cataloguers will avoid using T1–09 + T2 notation where the base number is already seven digits.
Standard subdivisions in ADDC15

Particular care is required in using Table 1: Standard Subdivisions with ADDC15. The Editors disallow the use of standard subdivisions if a given topic occupies only a small part of the number where it appears. Cataloguers must avoid the simple error of applying standard subdivisions with ADDC15 base numbers merely because the topic takes the standard subdivision with its more specific base number in DDC23.

Occasionally there is a specific instruction in ADDC15 that appears to suspend the general ruling and permit a useful sub-arrangement, using a standard subdivision with a comprehensive base number from ADDC15. One such instruction is that which encourages the use of 398.209 for the historical and geographical treatment of folk literature.

3:D5 Options

At a number of places in the schedules, options are provided for libraries whose needs are not met by the standard provisions. Cataloguers will follow the standard provisions unless otherwise directed in 3:E: Decisions and Interpretations. The adoption of options is kept to a minimum.

3:D6 Local emphasis

The rule on devices for giving local emphasis is to avoid their use unless 3:E: Decisions and Interpretations specifically directs otherwise. There are few such instructions for the same reasons that topical options are kept to a minimum. The four most significant devices are:

A820
In order to distinguish English-language literature of Australia and provide an effective subdivision, the initial letter A is used.

NZ820
In order to distinguish English-language literature of New Zealand and provide an effective subdivision, the initial letters NZ are used.

298
To give emphasis and a shorter number to religion, spirituality and creation stories of the Australian Aboriginal peoples, the permanently unassigned number 298 is used with both ADDC15 and DDC23.

Area 94 or 93 priority

In some classes local emphasis is achieved by giving priority to the area notation for Australia or New Zealand in number-building. For example, foreign economic policies and relations of Australia to other countries begin 337.94; of New Zealand to other countries begin 337.93.

3:D7 Classification by attraction

In line with its general policy of faithfulness to the scheme as published, SCIS is opposed to classification by attraction (see the Glossary for an explanation of the concept). There is, however, one category of material for which a kind of attraction is judged appropriate: accounts of discovery and exploration in specific continents, countries and localities, and extra-terrestrial worlds. See 3:E18 for the details of the policy of attraction of discovery and exploration in specific countries and localities to 940–990.
3:D8 Amendments to current editions of Dewey

The policy is to adopt changes and amendments promulgated by the publishers of DDC as soon as they are published and to apply them immediately in classifying new materials. In-house decisions and interpretations will be published as updates of these Standards and are to be implemented immediately they are published.

3:D9 Future editions of Dewey

The policy is to adopt each new edition of DDC and ADDC in order to keep abreast of new fields of knowledge and changes in traditional disciplines. It is also considered desirable for SCIS to stay in step with other national cataloguing agencies.
3:E DECISIONS AND INTERPRETATIONS

3:E1 Book numbers

Alphabetic characters are used, rather than numerals, for book numbers to eliminate the possibility of confusing the book number with an extension of the Dewey class number.

Simple book numbers

Book numbers usually comprise the first three letters of the first filing word of the authorised access point, for example:

- AND (And a kangaroo too)
- BES (The best of children’s arts and crafts)
- MAC (Macdonald)
- MCD (McDonald)

Where the first filing word of the authorised access point is less than three letters, the book number comprises the whole word, for example:

- FO (Fo, Dario)
- LA (La Fontaine, Jean de)
- OH (Oh how silly!)
- S (S., Svend Otto)
- ST (St. John, Edward)
- U (U zooloskom vrtu)

Punctuation such as apostrophes or inverted commas in the first filing word of the authorised access point are ignored; however a hyphen is treated as a space and thus signifies the end of the first word, for example:

- DAU (d’Auberge)
- DE (De-la-Noy)
- ITS (It’s a beautiful day)
- K (K-12 guide to enterprise education)
- OCO (O’Connor)

Where the first filing word of the authorised access point consists of initials, initialisms or acronyms, the book number comprises the first three letters of the initialism, or the initialism with punctuation removed, for example:

- FTM (F.T.M. machine)
- HSC (H.S.C. English resource book ...)
- UBD (The U.B.D. complete street directory ...)
- UBD (UBD business to business directory)
- US (U.S. history)
- US (U.S., Russia, and Australian security)
- USA (U.S.A. – still number one?)
- USA (USA: a picture book ...)

SCIS Standards for Cataloguing and Data Entry, September 2019 3-11
Numerals that begin an authorised access point are translated into words in the language of the item, for example:

FUN  (50 Jahre Onkel Dagobert)
NIN  (1984 yearbook)
UN   (Un deux trois)

**Special Book Numbers**

There is a limited number of exceptions to the normal pattern of book numbers derived from the authorised access point. Special Book Numbers are employed for certain classes of material. In some instances a Special Book Number serves as an extension of the subject classification and effects a convenient sub-arrangement within Dewey classes; in others, the Special Book Number serves as a shelving device to place works such as commentaries and adaptations with the original text. Special Book Numbers are used in the following cases:

**Individual biography:** The book number comprises the first three letters of, or the first filing word of, the subject’s name, for example:

SPR  (Bruce Springsteen by Marty Monroe)
DE   (Robert De Castella by Lorraine Wilson)

**Family biography:** The book number comprises the first three letters of, or the first filing word of, the family name, for example:

BRO  (Everyman’s companion to the Brontes by Barbara Lloyd)

**Musical group biography:** The book number comprises the first three letters of, or the first filing word of, the name of the musical group, for example:

BOY  (Boyzone : our world by Eddie Rowley)
REM  (R.E.M. : inside out : the stories behind every song by Craig Rosen)

**Commentaries and critical works:** The book number comprises the first three letters of, or the first filing word of, the authorised access point of the author, artist etc., musical group or work being written about, for example:

BEA   (The complete guide to the music of The Beatles by John Robertson)
BLA   (Study guide to Ridley Scott’s film Blade runner)
BRO   (Emily Bronte’s Wuthering heights by Frances McCarthy)
LE    (Ursula K. Le Guin by Charlotte Spivak)
MIC   (David, by the hand of Michelangelo : the original model discovered by Frederick Hartt)
SAM   (Study guide to accompany Economics [by Paul A. Samuelson] by Romney Robinson)
WAG   (Wagner’s Parsifal : the journey of a soul by Peter Bassett)
Abridgments and adaptations of literary works, including film adaptations: For abridgements and adaptations of literary works (i.e. of works originally classed in the 800s, or F), the book number comprises the first three letters of, or the first filing word of, the authorised access point of the original work, for example:

AND (The ugly duckling [by Hans Andersen] retold by Brenda Parkes)
DIC (Great expectations [by Charles Dickens] abridged and simplified by S.E. Paces)
MIT (Gone with the wind [videorecording of the motion picture based on the book by Margaret Mitchell])
SHA (ADDC15 and U3 (DDC23) (William Shakespeare’s Romeo & Juliet [videorecording of the motion picture directed by Baz Luhrmann])

Retellings and adaptations of folk literature (Class 398.2 and subdivisions): The book number comprises the first three letters of, or the first filing word of, the authorised access point of the original work, for example:

AES (Le lion et la souris [by Aesop] by Carol Burnett)
GRI (Snow White and the seven dwarfs [original by Grimm Brothers] by Jane Carruth)
ARA (Tales from the thousand and one nights ... [from the Arabian Nights])
ARA (Aladdin and his magic lamp [from the Arabian Nights])

Dewey instructions for sub-arrangement: Special Book Numbers are employed in all ADDC15 and DDC23 classes where the Editors give the instruction to sub-arrange alphabetically. Where this instruction is given, or where an option to be arranged alphabetically is to be applied, the book number comprises the first three letters of, or the first filing word of, the name of the item at that classification number, for example:

629.2222 MG (Specific named passenger automobiles –eg MG) DDC23
791.4572 STA (Specific television program – eg Star trek) DDC23

For computers, computer languages and computer programs, the book number comprises the first three letters of, or the first filing word of, the subject heading which applies for the specific computer, computer programming language and computer program.

004.165 MAC (Specific named computer – eg Macintosh) ADDC15 and DDC23

Where a number-building instruction appears in Dewey such as ‘Add to base number … the numbers following …’, and where the number referred to is sub-arranged alphabetically, interpret this to mean that the new number formed may itself be extended by alphabetical sub-arrangement.

William Shakespeare: Use the book numbers provided in the schedules for DDC23 numbers, for example:

H (Lambs’ tales from Shakespeare) DDC23
P3 (The merchant of Venice by William Shakespeare) DDC23
P4 (Twentieth century interpretations of The merchant of Venice: a collection of critical essays) DDC23

BUT
LAM (Lambs’ tales from Shakespeare) ADDC15
Exceptions to Special Book Numbers

**Novels or plays inspired by other literary forms**: Do not use Special Book Numbers for novels or plays inspired by other literary forms, for example:

- A822.3 ABE  (The princess and the pea by Donna Abela [a play based on a Hans Christian Andersen tale], i.e. *not* F AND)
- F WHI (The sword in the stone by T.H. White [an adaptation of the King Arthur story], i.e. *not* 398.20941 ART)

**Adaptations**: If an adaptation of a literary work or folk literature is so loosely based on the original that it may be considered a new work, do not use a Special Book Number, for example:

- F NOR  (Barbie as Rapunzel by Merry North, i.e. *not* 398.20943 GRI)
- F THR (Throne of blood [videorecording of the Kurosawa film based on Macbeth], i.e. *not* 822.33 T5)

Do not use Special Book Numbers for new works which are based on concepts or characters from an earlier work or series, for example:

- F RIP  (Scarlett by Alexandra Ripley [“the sequel to Margaret Mitchell's Gone with the wind”], i.e. *not* F MIT)
- F PET  (Writ in stone by Stefan Petrucha [graphic novel based on the Nancy Drew series by Carolyn Keene], i.e. *not* F KEE)

**Number coextensive with work or topic**: Do not use Special Book Numbers if the number is coextensive with the work or topic, for example:

- 232.9 BAR  (Jesus of Nazareth by William Barclay) ADDC15
- 232.901 BAR  (Jesus of Nazareth by William Barclay) DDC23
- 829.3 NYE  (Beowulf, a new telling by Rober Nye) DDC23
  BUT
- 829 BEO (Beowulf, a new telling by Rober Nye) ADDC15

**Book number ABL**: For works where the book number would, if built according to the rules above, be ABO and covers topics on Australian Aboriginal peoples, substitute the letters ABL.

### 3:E2 Fiction

**SPECIAL ISSUES**

**Relation to DDC 800**

To avoid confusion and fruitless endeavours to distinguish between the meaning of F and the Dewey classes for fiction, F is used for all works of prose fiction regardless of language. Commentaries and critical works are classified in DDC 800 classes.

**Easy books**

All fiction will be classified at F, and individual users may add a prefix E or J as they will. Easy books which cannot properly be called stories will be assigned a Dewey class number, and individual users may add a prefix E or J as they will. For example, alphabet books will be classified in 411 or 420–490 with T4–11.
**Picture books**

One category of easy books that deserves special consideration is the picture book. Picture story books and stories in comic strip formats, stories in rhyme and pictures, story books where there is a mix of prose and verse, and picture books which tell a story without words are classified at F.

However, picture book folktales belong in 398.2, traditional rhymes belong in 398.8 and children’s poetry (not simply rhyming text) belongs in the classification for the poetry of the specific literature, eg 821. Some examples of children’s poetry are: Edward Lear’s *The owl and the pussycat* and Lewis Carroll's *Jabberwocky*.

Picture books, with text (including those in rhyme) or without text, which illustrate topics or concepts and do not tell a story are assigned the most appropriate Dewey class number.

**Graphic fiction**

The Editors’ recommendations at 741.5 are not followed when dealing with stories in pictures or comic strip format. F is preferred if picture books, cartoons, comic books and graphic novels form a narrative. Use 741.5 only for those cartoons and comics, with or without captions, which do not form narratives. If in doubt, prefer F.

**Verse novels**

Verse novels are classified at fiction, not at poetry.

**Fairy tales**

Clearly, folk tales and their retellings belong in 398.2 (and subdivisions), but care is needed in classifying stories that are labelled or even subtitled ‘fairy tales’ but are of recent origin and are not retellings. The most obvious example is Hans Andersen, for whose works prefer F.

**Films**

Films which are based on, or are fictional works, are classed at F. Films which are adaptations of plays or poetry, e.g. film versions of Shakespeare’s plays, an adaptation of John O’Brien’s *Around the boree log* are classed at drama or poetry according to the original work on which the film is based. Films based on real-life events or documentaries, such as *Rabbit-proof fence*, are classed with the subject. Use 791.43 only for critical works and commentaries.

**Readers**

Fiction when presented as, or thought to be useful as, readers for remedial programs or language-learning programs, can present problems in deciding between F and the 420–499 classes with the Individual Languages subdivision –86. The policy is to class readers or reading schemes, including support materials, when packaged as a set, in 420–499 classes with T4–86, but to prefer F for individual works. Note that individual readers which are not fiction should be classified by subject content at the appropriate part of the schedules.
Information books

Fiction works containing factual information should be classified at F, and non-fiction works containing a fiction narrative should still be classified to the appropriate Dewey number. Fiction and non-fiction subject headings should be given on both types of material to cover both types of content. When applying a non-fiction heading to a fiction work, a note clarifying the heading should be included as a general note.

eg 'Includes a section containing factual material on dinosaurs.'

When applying a fiction heading to a non-fiction work, a note clarifying the heading should be included as a general note.

eg 'Includes fictional material.'

3:E3 Table 1: Standard subdivisions

SPECIAL ISSUES

Editors’ restrictions

Special caution is needed in number-building using Table 1. The Editors direct that standard subdivisions should be added only for works that cover or approximate the whole of the subject of the number. An explanation of approximating the whole is given in the glossary. Certain notes indicate whether the topic does or does not approximate the whole. For clarification of this, see 7.16 and 7.18 in the ADDC15 Introduction (pp. xxxiii-xxxiv) and 7.15 and 7.17 in the DDC23 Introduction (pp. liv-lv).

While this restriction applies in both editions of Dewey, particular care is required with the abridged edition where the topic of the work may occupy only a small part of the number where it appears. Cataloguers must avoid the simple error of applying standard subdivisions to ADDC15 base numbers merely because the topic takes the standard subdivision with its more specific base number in DDC23. Cataloguers should follow the guidelines set out in 8.3–8.9 of the Introduction (ADDC15, pp. xxxvii-xxxviii; DDC23, pp. lviii-lxii).

Table 1: Standard subdivisions

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>–019</td>
<td>–019 para. 3, p. 182 Do not apply the instruction to ‘class psychology of learning a specific subject at elementary level in 372.3–372.8’ but class with specific subject plus –019.</td>
</tr>
<tr>
<td>–02</td>
<td>–02 This number does not have the same scope as s.s. –02 in DDC23. Do not use when –0208 is used in DDC23.</td>
</tr>
<tr>
<td>–092</td>
<td>–092 p. 206 Do not use when Table 2, –2 is the appropriate number-building device.</td>
</tr>
</tbody>
</table>
3:E4  Table 2: Geographic areas, historical periods, persons

SPECIAL ISSUES

Reduction of numbers

The subdivisions provided by Table 2 in both DDC23 and ADDC15 are considered too detailed for general use in number-building in classes other than history and geography. The policy is to reduce the area notation in both cases.

When an instruction to ‘Add notation 3–9 from Table 2’ occurs in classes other than history and geography, cataloguers will add only the notation for the country and not its state or regional subdivisions, for all countries except Australia and New Zealand. All classes may be given the expansions for Australian and New Zealand states and regions as required. An exception to this reduction rule is made for Hawaii, for which area –969 is used for geography and natural history subjects. See 3:D4 for an overview of the policy on number-building.

Using areas notation twice

Do not add one area notation to another following an intermediate zero, unless specifically instructed in these decisions and interpretations. For an example, see 337.3–.9 Foreign economic policies, etc. Where this dual area notation is allowed, it can sometimes result in overlong numbers, which is why the practice is restricted.

Table 2: Geographic areas, historical periods, persons

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>–969</td>
<td>–969 p. 634</td>
</tr>
<tr>
<td>An exception to the rule of not expanding other countries beyond the country notation in classes other than history and geography. Use as appropriate where the Pacific aspect of topics is significant and the use of –73 would be misleading.</td>
<td>An exception to the rule of not expanding other countries beyond the country notation in classes other than history and geography. Use as appropriate where the Pacific aspect of topics is significant and the use of –73 would be misleading.</td>
</tr>
</tbody>
</table>
3:E5 Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms

SPECIAL ISSUES

Table 3-C

The detailed expansions afforded by Table 3-C exceed SCIS requirements. Consequently the policy is to ignore all instructions to add notations from Table 3-C.

Individual authors

As spelled out in the Manual Entries: T3 (ADDC15, p. 15) and T3A (DDC23, p. 24) on literary form, comprehensive collected works, critical evaluation and biography of individual authors are classed with the literary form with which the author is chiefly identified. Individual works by such an author and critical appraisal of individual works are classed with the form exemplified by the work. If an author is not chiefly identified with one form, then the miscellaneous writings notation –8 from Table 3-A p. 620 (ADDC15, p. 171) is used. The policy is to use the miscellaneous writings subdivision very cautiously.

Literature for children

One of the guiding principles for cataloguers is that children’s literature and authors should enjoy parity of esteem with adult literature and authors in school libraries. Thus the history and critical appraisal of children’s literature in general is classified with notation –09, and the description, critical appraisal and biography of individual authors is classified in the standard way by language, form and period. One reason for ignoring Table 3-C is to avoid the possibility of creating subclasses for children’s literature.

Literature by children

Works written by children are not assigned any distinguishing notation as part of the class number or book number.
Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3</td>
<td>Table 3-A</td>
</tr>
<tr>
<td><strong>Number-building, pt 4</strong>&lt;br&gt;Apply the option (1) Distinguish English-language literature of Australia by the initial letter A. Also distinguish English-language literature of New Zealand by the initial letters NZ. Do not distinguish English-language literatures of any other country.</td>
<td><strong>Number-building, pt 3, p. 638</strong>&lt;br&gt;Apply the option (1) Distinguish English-language literature of Australia by the initial letter A. Also distinguish English-language literature of New Zealand by the initial letters NZ. Do not distinguish English-language literatures of any other country.</td>
</tr>
<tr>
<td>–11–19 p. 639&lt;br&gt;Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</td>
<td>–21–29 p. 640&lt;br&gt;Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</td>
</tr>
<tr>
<td>–3&lt;br&gt;Do not use for fiction. Prefer F.&lt;br&gt;Use for works about fiction and authors, i.e. description, critical appraisal, history and biography, in all languages.</td>
<td>–3 p. 640&lt;br&gt;Do not use for fiction. Prefer F.&lt;br&gt;Use for works about fiction and authors, i.e. description, critical appraisal, history and biography, in all languages.</td>
</tr>
<tr>
<td>–31–39 p. 640&lt;br&gt;Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</td>
<td>–41–49 p. 640&lt;br&gt;Apply the option, for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</td>
</tr>
</tbody>
</table>
### Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
</table>
|        | –51–59 p. 641
|        | Apply the option, for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only. |
| –61–69 p. 641 | Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only. |
| –8 | –8 p. 641
| Proceed cautiously if considering this number for criticism and biography of authors not chiefly identified with a particular literary form. | Proceed cautiously if considering this number for criticism and biography of authors not chiefly identified with a particular literary form. |
| Number-building, pt. 2 | Number-building, pt. 2
| Apply the option. Apply the option (1) Distinguish English language literature of Australia by the initial letter A. Also distinguish English-language literature of New Zealand by the initial letters NZ. Do not distinguish English-language literatures of any other country. | Apply the option. Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only. |
| –81–89 p. 642 | Apply the option. Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only. |
| Table 3-B. Not applicable. | Table 3-B. Not applicable. |
| Table 3-B, p. 644 | Table 3-B, p. 644 |
### Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>–81–89 p. 645 &amp; 646 Number-building, pt 4 and pt 8</td>
<td>Apply the option. Apply the option (1) Distinguish English language literature of Australia by the initial letter A. Also distinguish English-language literature of New Zealand by the initial letters NZ. Do not distinguish English-language literatures of any other country.</td>
</tr>
<tr>
<td>090 01–090 09 p. 648 Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</td>
<td>–11–19 p. 653 Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</td>
</tr>
<tr>
<td>–8 p. 661 Number-building, pt. 2 Apply option (1) Distinguish English-language literature of Australia by the initial letter A. Also distinguish English-language literature of New Zealand by the initial letters NZ. Do not distinguish English-language literatures of any other country.</td>
<td>–81–89 p. 663 Apply the option at the end of the paragraph. Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</td>
</tr>
<tr>
<td>Table 3-C. Not applicable.</td>
<td>Table 3-C, pp. 665-677 Do not use.</td>
</tr>
</tbody>
</table>
3:E6  Table 4: Subdivisions of individual languages and language families

SPECIAL ISSUES

Readers

The organisation of readers presents particular problems in schools. Class sets of readers are not a problem because they are usually kept in stack or storeroom areas and are not on the open shelves. For the rest, however, there is a potential conflict between T4–86 and F for stories, and between T4–86 and the whole of the schedules for simply written topic books designed to be used as readers. SCIS policy is to class individual readers in F or the appropriate Dewey subject class, rather than in 420–490 with the T4 subdivision –86. Individual teachers’ guides belonging to a series or set of readers, reading scheme outlines, etc. will be classed in 420–490 with T4–86. If a set of readers or a reading scheme is packaged as an item and cataloguers have the entire package in hand, they may catalogue the item as a closed multipart work and class it in 420–490 with T4–86.

Bilingual dictionaries

SCIS policy is to class all bilingual dictionaries where English is one of the languages, with the other language. Other bilingual dictionaries are classed with the language in which they will be more useful or, if classification with either language is equally useful, with the language coming later in the Dewey sequence 420–490. SCIS prefers to class bilingual dictionaries with entry words in one language only, in the same way as dictionaries with entry words in both languages. This is contrary to current DDC practice, but serves the needs of school libraries.

Addition from Table 6

Cataloguers will limit expansion of T4 by ignoring all instructions given in T4 to ‘Add notation 1–9 (or 2–9) from Table 6’.

Table 4: Subdivisions of individual languages and language families

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>–3</td>
<td>–32–39 p. 683</td>
</tr>
<tr>
<td>Do not class bilingual dictionaries with entry words in one language only with that language. Treat them as other bilingual dictionaries, eg an English-French dictionary 443.</td>
<td>Do not class bilingual dictionaries with entry words in one language with that language. Treat them as other bilingual dictionaries, eg an English-French dictionary 443.</td>
</tr>
<tr>
<td>–86</td>
<td>–86 p. 689</td>
</tr>
<tr>
<td>Proceed cautiously if considering this number. Prefer F for stories and numbers from the schedules for topic books, eg science readers in 500.</td>
<td>Proceed cautiously if considering this number. Prefer F for stories and numbers from the schedules for topic books, eg science readers in 500.</td>
</tr>
</tbody>
</table>
Table 4: Subdivisions of individual languages and language families

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>–864 p. 689 &amp; 690. Do not follow the instruction at T1–014 vs., T4–864, p. 911, for readers for non-native speakers intended to instil a knowledge of the special vocabulary of a specific subject or discipline. Prefer the specific subject or discipline.</td>
<td></td>
</tr>
</tbody>
</table>

3:E7 Table 5: Ethnic and national groups

Proceed cautiously when considering this table for number-building.

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable.</td>
<td>Para. 3, p. 691 Except where specifically provided (for example see –96073, African Americans, p. 711) do not extend this notation by adding 0 to the number from this table and to the result adding area notation from Table 2.</td>
</tr>
</tbody>
</table>

3:E8 Table 6: Languages

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable.</td>
<td>–1–99993 pp. 727–761 Proceed cautiously when considering this table for number-building.</td>
</tr>
</tbody>
</table>

3:E9 000 Computer science, information & general works

SPECIAL ISSUES

American emphasis

The American emphasis built into several of the divisions of this main class is thought to be unnecessary and inappropriate for Australian and New Zealand school libraries. For example, it is not particularly helpful to separate American encyclopaedias from those originating in Australia, New Zealand or the United Kingdom. To avoid the separation, 031 and 032 are not used and all English-language encyclopaedias are classed at 030. Similar changes are made in other divisions to avoid inconvenient fragmentation.

Local emphasis

In this main class there are many points at which the Editors suggest devices for giving local emphasis to subclasses of materials. The policy is to ignore all such suggestions in the schedules, unless a special note to the contrary appears in these Decisions and Interpretations.
## 000 Computer science, information & general works

<table>
<thead>
<tr>
<th></th>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>030</td>
<td>Class here all English-language encyclopaedias.</td>
<td>030 p. 75 Class here all English-language encyclopaedias.</td>
</tr>
<tr>
<td>030.2</td>
<td>Class here all English-language works of miscellaneous information.</td>
<td>030.2 p. 75 Class here all English-language works of miscellaneous information.</td>
</tr>
<tr>
<td>031</td>
<td>Do not use. Prefer 030.</td>
<td>031 p. 75 Do not use. Prefer 030.</td>
</tr>
<tr>
<td>031.02</td>
<td>Do not use. Prefer 030.2.</td>
<td></td>
</tr>
<tr>
<td>032</td>
<td>Do not use. Prefer 030.</td>
<td>032 p. 75 Do not use. Prefer 030.</td>
</tr>
<tr>
<td>032.02</td>
<td>Do not use. Prefer 030.2.</td>
<td></td>
</tr>
<tr>
<td>050</td>
<td>Class here all English-language general serial publications.</td>
<td>050 p. 78 Class here all English-language general serial publications.</td>
</tr>
<tr>
<td>051</td>
<td>Do not use. Prefer 050.</td>
<td>051 p. 79 Do not use. Prefer 050.</td>
</tr>
<tr>
<td>052</td>
<td>Do not use. Prefer 050.</td>
<td>052 p. 79 Do not use. Prefer 050.</td>
</tr>
<tr>
<td>080</td>
<td>Class here all English-language general collections.</td>
<td>080 p. 96 Class here all English-language general collections.</td>
</tr>
<tr>
<td>081</td>
<td>Do not use. Prefer 080.</td>
<td>081 p. 96 Do not use. Prefer 080.</td>
</tr>
<tr>
<td>082</td>
<td>Do not use. Prefer 080.</td>
<td>082 p. 96 Do not use. Prefer 080.</td>
</tr>
</tbody>
</table>
3:E10 100 Philosophy & psychology

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>153.4</td>
<td>153.43 p. 129</td>
</tr>
<tr>
<td>Avoid using, unless the work is clearly a work of psychology. Class ‘how to’ works on thinking skills and works on teaching reasoning and problem-solving at 160.</td>
<td>Avoid using, unless the work is clearly a work of psychology. Class ‘how to’ works on thinking skills and works on teaching reasoning and problem-solving at 160.</td>
</tr>
</tbody>
</table>

160
Class here ‘how to’ works on thinking skills and works on teaching reasoning and problem-solving. Avoid using 153.4 unless the work is clearly a work of psychology.

160 p. 151
Class here ‘how to’ works on thinking skills and works on teaching reasoning and problem-solving. Avoid using 153.43 unless the work is clearly a work of psychology.

3:E11 200 Religion

SPECIAL ISSUES

Myths and legends

Cataloguers are guided by the definition of myth provided in Funk & Wagnalls standard dictionary of folklore, mythology and legend (p. 778): “The purpose of myth is to explain … myths tell of the creation of man, of animals, of landmarks; they tell why a certain animal has its characteristics … why or how certain natural phenomena came to be … how and why rituals and ceremonies began, and why they continue.”

The Manual entry: 398.2 vs. 201.3, 230, 270, 292-299 (ADDC15, p. 68; DDC23, p. 105) contains guidance on classification of myths and legends. Numbers in 200 are used for mythology presented from a strictly theological point of view or presented as an embodiment of the religion of a people. Interdisciplinary works on mythology, or works on mythology with a non-religious basis, are classed at 398.2.

Cataloguers should not make the assumption that all myths, even Greco-Roman ones, that are retold for a juvenile audience should be classed in 398. Cataloguers should examine the work according to content, mode of presentation, or author’s or editor’s intention, to determine whether the retelling has a religious focus or is for cultural entertainment.

Local emphasis

The permanently unassigned number 298 is used to give emphasis and a shorter notation to materials on the religious beliefs and creation stories of the Australian Aboriginal peoples. All works about the Dreamtime and the Dreaming are classed in 298.

Australian Aboriginal peoples: religion, spirituality, and creation stories

All works on the religious beliefs and creation stories of the Aboriginal peoples are classed in 298.
### 200  Religion

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDC15</td>
<td>DDC23</td>
</tr>
<tr>
<td>200 p. 167</td>
<td>For the religion and mythology of Australian Aboriginal peoples, class in 298 (permanently unassigned)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>230.071</th>
<th>230.071 p. 198</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not use for works about religious education in secular schools. Prefer 379.2.</td>
<td>Do not use for works about religious education in secular schools. Prefer 379.28.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>290</th>
<th>290 p. 273</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the religion and mythology of Australian Aboriginal peoples, class in 298 (permanently unassigned)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>298</th>
<th>298 p. 319</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class here religion, spirituality and creation stories of the Australian Aboriginal peoples.</td>
<td>Class here religion, spirituality and creation stories of the Australian Aboriginal peoples.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>299</th>
<th>299.92 p.323</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not class here religion, spirituality and creation stories of the Australian Aboriginal peoples. Prefer 298.</td>
<td>Do not class here religion, spirituality and creation stories of the Australian Aboriginal peoples. Prefer 298.</td>
</tr>
</tbody>
</table>

### 300  Social Sciences

#### SPECIAL ISSUES

**Local emphasis**

There are some classes in the social sciences where the policy, in conformity with the Editors’ proposal for local emphasis, is to give priority to the area notation for Australia in number-building (see for example 327.3-.9, Foreign relations of specific nations, ADDC15, p.339; DDC23, v.2, p. 410, etc.). Specific instances are listed below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDC15</td>
<td>DDC23</td>
</tr>
<tr>
<td>303.4821–.4829 p. 335</td>
<td>Add area notation once only, giving priority in notation to the nation emphasised.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>305.6</th>
<th>305.6 p. 346</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class persons occupied with religion at 305.9.</td>
<td>Class persons occupied with religion at 305.9.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>305.9</th>
<th>305.9 p. 347</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class here persons occupied with religion.</td>
<td>Class here persons occupied with religion.</td>
</tr>
</tbody>
</table>
### 300 Social Sciences

<table>
<thead>
<tr>
<th>Table</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADDCC15</strong></td>
<td><strong>DDC23</strong></td>
</tr>
<tr>
<td>324.2711–2719 Do not add standard subdivisions.</td>
<td>324.2711–2719 Do not add standard subdivisions.</td>
</tr>
<tr>
<td>324.274–279 Do not add standard subdivisions.</td>
<td>327.3–9 p. 410 Add areas notation twice as instructed. Apply the option.</td>
</tr>
<tr>
<td>327.3–9 Add areas notation twice as instructed. Apply the option.</td>
<td>332.456091 p. 458 Add areas notation twice as instructed. Apply the option.</td>
</tr>
<tr>
<td>327.3–9 Add areas notation twice as instructed. Apply the option.</td>
<td>332.456093–46099 p. 458 Add areas notation twice as instructed. Apply the option.</td>
</tr>
<tr>
<td>337.3–9 Add areas notation twice as instructed. Apply the option.</td>
<td>337.3–9 p. 508 Add areas notation twice as instructed. Apply the option.</td>
</tr>
<tr>
<td>337.3–9 Add areas notation twice as instructed. Apply the option.</td>
<td>342–349 p. 553 Follow the preferred arrangement for law.</td>
</tr>
<tr>
<td>352.23 Class here works on the administrations of particular chief executives. Use 930–990 for their biographies.</td>
<td>352.23–352.293 pp. 648-651 Class here works on the administrations of particular chief executives and heads of state. Use 930–990 for their biographies.</td>
</tr>
<tr>
<td>362.88 Class here prevention education.</td>
<td>362.88 p. 750 Class here prevention education.</td>
</tr>
<tr>
<td>371.26 Class standardised tests for a specific subject, regardless of level, with the subject in 001–999, plus notation 076 from Table 1.</td>
<td>371.26 p. 817 Class standardised tests for a specific subject, regardless of level, with the subject in 001–999, plus notation 076 from Table 1.</td>
</tr>
<tr>
<td>371.3 Class methods of instruction in a specific subject, regardless of level, with the subject in 001–999, plus notation from Table 1.</td>
<td>371.3 p. 818 Class methods of instruction in a specific subject, regardless of level, with the subject in 001–999, plus notation from Table 1.</td>
</tr>
<tr>
<td>371.9 Class material on teaching specific subjects with the subject, plus 07– from Table 1.</td>
<td>371.9044 p. 829 Class material on teaching specific subjects with the subject, plus 07– from Table 1.</td>
</tr>
<tr>
<td>ADDC15</td>
<td>DDC23</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>371.95</strong> Class material on teaching specific subjects with the subject, plus 07– from Table 1.</td>
<td><strong>371.953 p. 832</strong> Class material on teaching specific subjects with the subject, plus 07– from Table 1.</td>
</tr>
<tr>
<td><strong>372.11–18</strong> For use of drama as a method of instruction use 372.139.</td>
<td><strong>372.11–.18 p. 835</strong> For use of drama as a method of instruction use 372.139.</td>
</tr>
<tr>
<td><strong>372.3–8</strong> Do not use. Class all materials regardless of level with the specific subject.</td>
<td><strong>372.3–8 p. 837</strong> Do not use. Class all materials regardless of level with the specific subject. Do not add numbers from 372.3–8 to numbers in the schedules when instructed to do so.</td>
</tr>
<tr>
<td><strong>375</strong> Class curricula of a specific subject regardless of level with the subject, plus 071 from Table 1. Class curricula of a particular level not related to a specific subject with the level.</td>
<td><strong>375 p. 853</strong> Class curricula of a specific subject regardless of level with the subject, plus 071 from Table 1. Class curricula of a particular level not related to a specific subject with the level.</td>
</tr>
<tr>
<td><strong>382.091</strong> p. 874 Add areas notation twice as instructed. Apply the option.</td>
<td><strong>382.091 p. 874 Add areas notation twice as instructed. Apply the option.</strong></td>
</tr>
<tr>
<td><strong>382.093–.099</strong> p. 874 Add areas notation twice as instructed. Apply the option.</td>
<td><strong>382.093–.099 p. 874 Add areas notation twice as instructed. Apply the option.</strong></td>
</tr>
<tr>
<td><strong>382.93–.99</strong> p. 877 Add areas notation twice as instructed. Apply the option.</td>
<td><strong>382.93–.99 p. 877 Add areas notation twice as instructed. Apply the option.</strong></td>
</tr>
<tr>
<td><strong>394</strong> Class here general works on fairs, i.e., where there is an equal emphasis on sideshows. Class agricultural shows in 630.74.</td>
<td><strong>394.6 p. 915</strong> Class here general works on fairs, i.e., where there is an equal emphasis on sideshows. Class agricultural shows in 630.74.</td>
</tr>
<tr>
<td><strong>398.2093–.2099</strong> p. 919 Add to the base number 398.209 notation from Table 2, then add only 001–007 as outlined. Do not add the standard subdivisions following 01–07.</td>
<td><strong>398.2093–.2099 p. 919 Add to the base number 398.209 notation from Table 2, then add only 001–007 as outlined. Do not add the standard subdivisions following 01–07.</strong></td>
</tr>
</tbody>
</table>
### 300 Social Sciences

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>398.20994</td>
<td>398.20994 p. 880</td>
</tr>
<tr>
<td>Do not use for the religious beliefs or creation stories of the Australian Aboriginal peoples. Class religion and creation stories of Australian Aboriginal peoples, including adaptations and retellings for a juvenile audience, in 298.</td>
<td>Do not use for the religious beliefs or creation stories of the Australian Aboriginal peoples. Class religion and creation stories of Australian Aboriginal peoples, including adaptations and retellings for a juvenile audience, in 298.</td>
</tr>
<tr>
<td>398.2452 p. 881</td>
<td></td>
</tr>
<tr>
<td>Do not add the numbers following 59 in 592–599.</td>
<td></td>
</tr>
</tbody>
</table>

### 3:E13 400 Language

#### SPECIAL ISSUES

**Local emphasis**

None of the options for giving emphasis to a special language or group of languages will be taken up.

**Readers**

The difficulties relating to the classification of readers have been discussed in Decisions and Interpretations for Table 4: Subdivisions of Individual Languages. Thus, the policy is to class individual readers in F or the appropriate Dewey subject class, rather than in 420–490 with the Individual Languages subdivision—86. Individual teachers’ guides belonging to a series or set of readers, with reading scheme outlines etc., are classed in 420–490 with T4–86. If a set of readers or a reading scheme is packaged in an item and cataloguers have the entire package in hand, they may catalogue the item as a closed multipart work and class it in 420–490 with T4–86.

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>427</td>
<td></td>
</tr>
<tr>
<td>Including Australian English.</td>
<td></td>
</tr>
<tr>
<td>499</td>
<td></td>
</tr>
<tr>
<td>For ‘Australian’ read ‘Aboriginal Australian’.</td>
<td></td>
</tr>
<tr>
<td>499.15 p. 983</td>
<td></td>
</tr>
<tr>
<td>Add to the base number notation 01–08 from Table 4.</td>
<td></td>
</tr>
</tbody>
</table>
3:E14  500 Natural sciences and mathematics

SPECIAL ISSUES

Geographical treatment

Number-building
Take care in number-building within 571–577 (DDC23). There are footnotes leading to six different add instructions, four of which have add tables. There are five facet indicators.

Take care with ‘add’ instructions at 583–588 (DDC23) and 592–599 (DDC23); the instruction under 09 historical, geographic, person treatment ‘Do not use; Class in 173–176’ refers to the faceted number-building in the next instruction ‘add to the base number 1 the numbers following …’

<table>
<thead>
<tr>
<th>500 Natural sciences and mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADDC15</strong></td>
</tr>
<tr>
<td>582.16</td>
</tr>
<tr>
<td>Do not use this number for works on specific kinds of trees. Prefer 583–588. For example, Eucalyptus 583.</td>
</tr>
<tr>
<td><strong>DDC23</strong></td>
</tr>
<tr>
<td>582.16 p. 1202</td>
</tr>
<tr>
<td>Do not use this number for works on specific kinds of trees. Prefer 583–588. For example, Eucalyptus 583.766.</td>
</tr>
</tbody>
</table>

3:E15  600 Technology (Applied sciences)

SPECIAL ISSUES

Number reduction
The 600 main class illustrates most vividly the reduced number-building power available with ADDC15. The issue was discussed above in relation to Table 1: Standard Subdivisions. Because the full edition 600 schedules provide expanded notations for most of the abridged edition numbers, the ADDC15 number often does not include a standard subdivision.

Very careful reading of the instructions given in the abridged edition is essential. Sometimes it appears that the correct number entails disregarding a number-building instruction printed in the abridged edition. However, a close reading of the instruction suggests that the Editors of ADDC15 are observing the restriction against adding standard subdivisions to a work that deals with a subject more specific than the content of the number. See the note at 621.37 below.
### Technology (Applied sciences)

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>613.6</td>
<td>Note that the instruction to class personal safety in a specific field with the subject using s.s.–028 will not always be possible. It works with recreational boating, which is the example given. But it does not work with motor boating, which is more specific than 797.1, and in DDC23 is given the expanded number 797.125.</td>
</tr>
<tr>
<td>621.37</td>
<td>Note that the instruction to class testing and measurement ... with the subject will often not be feasible because of the further expansions given in DDC23. For example, the inappropriateness of adding standard subdivisions to 621.319 for testing transmission cable, which is more specific than the number 621.319.</td>
</tr>
<tr>
<td>629.133</td>
<td>Class here the aerospace engineering aspects of kites. Class the making of toy kites in 745.592. Class flying toy kites for recreation in 796.15.</td>
</tr>
<tr>
<td>629.2222</td>
<td>Sub-arrange alphabetically by using initial three letters of trade name of car as book number. For example: Honda Civic motor car 629.2222 HON.</td>
</tr>
<tr>
<td>629.287</td>
<td>Add as instructed for type of vehicle. Then sub-arrange alphabetically by using initial three letters of trade name of vehicle as book number. For example: Repair of Honda motor cars 629.2872 HON, Repair of Honda motor cycles 629.28775 HON.</td>
</tr>
<tr>
<td>630.74</td>
<td>Class here agricultural shows. Class general works on fairs, that is, where there is an equal emphasis on sideshows in 394.</td>
</tr>
<tr>
<td>646.4</td>
<td>Including sewing fancy dress costumes. Class making fancy dress costumes from composite materials in 745.59.</td>
</tr>
</tbody>
</table>
3:E16 700 The Arts

SPECIAL ISSUES

Local emphasis

None of the suggestions for giving local emphasis in any specific branch of the arts will be taken up.

Graphic fiction

The Editors’ recommendations are not followed when dealing with stories in pictures or comic strip format. F is used if picture books, cartoons, comic books and graphic novels form a narrative, and 741.5 is used only for those cartoons and comics, with or without captions, that do not form narratives. If in doubt, prefer F. The Manual entry: 741.5 vs 741.56 (WebDewey), contains helpful examples of the distinction between comic books, graphic novels, fotonovelas (use F) and cartoons, caricatures, comic strips (use 741.5).

<table>
<thead>
<tr>
<th>700 The Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADDC15</strong></td>
</tr>
<tr>
<td>708.13–.19</td>
</tr>
<tr>
<td>Use 708.13 only.</td>
</tr>
<tr>
<td>741.5</td>
</tr>
<tr>
<td>Do not class fotonovelas, comic books, or graphic novels here. Prefer F. Class here cartoons, caricatures, comic strips, with or without captions, which do not form a narrative. If in doubt, prefer F.</td>
</tr>
<tr>
<td>741.56</td>
</tr>
<tr>
<td>Class here cartoons, caricatures, comic strips, with or without captions, which do not form a narrative. If in doubt, prefer F.</td>
</tr>
<tr>
<td>745.59</td>
</tr>
<tr>
<td>Including making fancy dress costumes from composite materials. Class sewing fancy dress costumes in 646.4.</td>
</tr>
<tr>
<td>745.592</td>
</tr>
<tr>
<td>Including making toy kites.</td>
</tr>
<tr>
<td>759.14–.19</td>
</tr>
<tr>
<td>781.6</td>
</tr>
<tr>
<td>Follow instructions in the Manual entry p. 94, and class comprehensive works on musicians in the most specific number that describes their careers.</td>
</tr>
<tr>
<td>781.6200901–.62900905</td>
</tr>
<tr>
<td>Do not use class in 781.62009.</td>
</tr>
<tr>
<td>700</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>ADDC15</td>
</tr>
<tr>
<td>781.621–629 p. 670</td>
</tr>
<tr>
<td>781.711–719 p. 674</td>
</tr>
<tr>
<td>781.74–79 p. 675</td>
</tr>
<tr>
<td>782.3221–3229 p. 680</td>
</tr>
<tr>
<td>782.34–39 p. 681</td>
</tr>
<tr>
<td>789</td>
</tr>
<tr>
<td>789 pp. 712-718</td>
</tr>
<tr>
<td>791.43</td>
</tr>
<tr>
<td>791.43 p. 723</td>
</tr>
</tbody>
</table>

### 3:E17 800 Literature (Belles-lettres)

#### SPECIAL ISSUES

**Table 3: Subdivision of individual literatures**

The 800 main class is inseparable from the auxiliary Table 3, and many of the key issues relating to the classification and literature have been discussed in Decisions and Interpretations for Table 3 and for fiction.

**Picture books**

Picture story books and stories in comic strip formats; stories in rhyme and pictures; story books where there is a mix of prose and verse; and picture books which tell a story without words are classified at F. However, picture book folktales belong in 398.2, traditional rhymes belong in 398.8, and children’s poetry (not simply rhyming text) belongs in the classification for the poetry of the specific literature, eg 821. Some examples of children’s poetry are: Edward Lear’s *The owl and the pussycat* and Lewis Carroll’s * Jabberwocky*. 

---

*SCIS Standards for Cataloguing and Data Entry, September 2019* 3-33
Picture books, with text (including those in rhyme) or without text, which illustrate topics or concepts and do not tell a story are assigned the most appropriate Dewey class number.

**Local emphasis**

The policy is to give local emphasis and shorter numbers to the literatures of Australia and New Zealand, by using the initial letters to create the class numbers A820 and NZ820. No other literature is distinguished in this manner.

Note limitation on use of literary period tables with literatures in the same language, but from countries other than the traditional or principal user. However, optional period tables are used for Australia and New Zealand.

**Translations, retellings and adaptations**

Translations, abridgements and retellings of literary works are classed with the original work. Adaptations are somewhat different and may require a different class. However, SCIS prefers to class adaptations with the original more often than the Editors recommend. In the words of the Editors: 'An adaptation may alter the form of a work or modify the content to such an extent in language, scope, or level of presentation that it can no longer be considered a version of the original. Class an adaptation in the number appropriate to the adaptation, e.g., Lamb’s *Tales from Shakespeare* 823.7'. (Manual entry 800: Adaptations, ADDC15, p. 800; DDC23, p. 165). SCIS prefers to class Lamb’s *Tales* ... in 822.3 (ADDC15) and 822.33/H (DDC23). In general, not much weight is given to the level of presentation when determining where to class adaptations, and it is preferable to put them with the original unless the form of the new version is important. For example, a play version of a children's fiction title or folk tale is classed in drama rather than with the original.

**Collections of jokes**

Jokes are usually of very mixed origin despite the language or national orientation of the text to hand. To avoid inconvenient fragmentation in the classification of books of jokes, 808.88 (ADDC15) and 808.882 (DDC23) rather than 818, 828, A828, 838 etc. are used for all collections of jokes irrespective of language.

**800 Literature (Belles-lettres)**

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>808.88</td>
<td></td>
</tr>
<tr>
<td>Class here all books of jokes.</td>
<td>808.882 p. 789</td>
</tr>
<tr>
<td>810–890 para. 1.</td>
<td></td>
</tr>
<tr>
<td>Class translations with the original works. Note that fiction (including stories in rhyme) in all languages is classed F.</td>
<td>810–890 p. 793</td>
</tr>
<tr>
<td>Class translations with the original works. Note that fiction (including stories in rhyme) in all languages is classed F.</td>
<td>Apply option C [1].</td>
</tr>
</tbody>
</table>
### 800 Literature (Belles-lettres)

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
</table>
| 820.1–828 para. 4  
Distinguish English-language literature of Australia by the initial letter A and of New Zealand by the letters NZ. Do not distinguish English-language literatures of any other country. | 820.1–828 p. 777  

| 822.3  
Book numbers for works by or about Shakespeare will consist of the first three letters of the main entry heading. | 822.33 p. 802  
Apply the option for sub-arranging works about and by Shakespeare, but do not adapt for other specific authors. |

| A820–828  
Use for English-language literature of Australia. | A820–828  
Use for English-language literature of Australia. |

| NZ820–A828  
Use for English-language literature of New Zealand. | NZ820–A828  
Use for English-language literature of New Zealand. |

| 891.4 p. 832  
Apply the option. Treat literatures of all modern Indic languages as literature of one language, with base number 891.4. | 893 p. 846  
Do not add numbers from Table 6. Apply the option. Treat all non-Semitic Afro-Asiatic literatures as literature of one language, with base number 893. |

| 894.8 p. 849  
Apply the option. Treat literatures of all Dravidian languages as literature of one language, with base number 894.8. |
<table>
<thead>
<tr>
<th>800</th>
<th>Literature (Belles-lettres)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDC15</td>
<td>DDC23</td>
</tr>
</tbody>
</table>
| 896 p. 854  
Apply the option. Treat literatures of all African languages as literature of one language, with base number 896. | 897 pp. 856-857  
Apply the option. Treat literatures of all North American native languages as literature of one language, with base number 897. |
| 898 p. 857  
Apply the option. Treat literatures of all South American native languages as literature of one language, with base number 898. | 899 p. 857-859  
Including literatures of Australian Aboriginal languages. |

### 899
Including literatures of Australian Aboriginal languages.

### 3:E18  900 History & geography

#### SPECIAL ISSUES

**Table 2: Areas and local emphasis**

The 900 main class is inseparable from the auxiliary Table 2 and some of the issues relating to the classification of history and geography have been touched upon in Decisions and Interpretations for Table 2.

**Exploration and explorers**

The treatment of exploration and explorers in both DDC23 and ADDC15 is inappropriate for school needs. In DDC23 the separation of discovery and exploration at 910.91 from explorers at 910.92, and from discovery and exploration by specific countries at 910.93–.99, and the possibility of classing some discovery and exploration in specific countries in 913–919 as travel and some in 930–990 as early history of the country, allow too much room for scattering materials on the shelves. This is one case in which the subtle distinctions made by the Editors and followed by other national cataloguing agencies are less than helpful for the school library.

The policy is to accept the scattering that occurs within class 910, but to attract discovery and exploration in specific countries to the periods for discovery and exploration in the history of those countries.
**Australian Aboriginal peoples**

In assigning class numbers to works on the history and civilisation of Australian Aboriginal peoples, both place and time factors will be considered.

If a work deals with Australian Aboriginal peoples within one state, it is classed in the number for the state. If a work deals with Australian Aboriginal peoples in two or more states, it is classed in 994.

If a work deals with the history and civilisation of Australian Aboriginal peoples before 1788, it is classed in 994.01 or the appropriate state number with the period subdivision 01. Similarly, works dealing with the history and civilisation of Australian Aboriginal peoples within other periods are classed in 994 or the state with the appropriate period subdivision. Works dealing with two or more periods are classed according to the rules of emphasis, preponderance, instruction, and primacy in the schedules as set out in section 5.7 of the Introduction to DDC23 (p. xlviii) and section 5.7 of the Introduction to ADDC15 (p. xxviii).

**Australian history**

The policy is to use all the period notations given for Australia with state and district base number without quibble about when the states attained statehood. With Australian history, considerable scope for confusion and cross-classification exists because the name ‘Australia’ came slowly into use for what was officially the colony of New South Wales, and because the historical boundaries of New South Wales changed frequently as other colonies were created.

It has been resolved to minimise the confusion and cross-classification by imposing a present-day perspective on the organisation of works on Australian history. Thus the name New South Wales and class 994.4 are used for the state which currently exists, and likewise the name Victoria and class 994.5, the name Queensland and the class 994.3, etc.

Particular care is needed in classifying works declaring themselves to be histories of New South Wales. If such works deal only with Sydney, Botany Bay, the Blue Mountains or other districts which are within the current state boundaries, they are assigned the number 994.4 with appropriate place and time subdivisions. If, however, a work on the early history of ‘New South Wales’ deals with the government, exploration and settlement of the colony in general, it is classed in one of 994.02 or 994.03. If a work deals only with the exploration and settlement of the Port Phillip District of New South Wales before 1851, it is classed at 994.502.

It is thought to be more useful that schools, especially those in states other than New South Wales, ignore the historical nomenclature in arranging materials, and classify according to present-day boundaries and as if the name ‘Australia’ had been in use before European settlement.

**Citation order and historical periods**

The policy is to give precedence to historical periods over standard subdivisions in the classes 930–990 to avoid unnecessary and unhelpful fragmentation. This policy means ignoring the Editors’ instruction in ADDC15 (p. 776) and in the Manual entry 930-990: Historical periods (ADDC15, p. 109) to class ethnic and national groups (other than indigenous groups in a prehistoric period that is set forth in the schedules) at the basic history number without any historical period subdivisions. It also means giving precedence to period notation over the DDC23 special notations –004 and –0091–0098, which are used only if the work covers two or more periods. This policy is contrary to the Editors’ instruction in DDC23 under 930–990 (pp. 889-891).
Biography

With both ADDC15 and DDC23, cataloguers will, whenever practicable, follow the Editors’ instruction ‘Class biography of persons associated with a specific discipline or subject with the discipline or subject’. In cases of difficulty, such as with a biography of Leonardo da Vinci or Albert Schweitzer, cataloguers will make their decision according to the emphasis of the material, and in the last resort classify under 920.

Special care is needed in classifying works about persons (description, critical appraisal, biography) who are associated with the history of particular countries and localities. ‘Associated with the history’ is interpreted as signifying an involvement with ‘historic events’ as opposed to ‘nonhistoric events’ (see Manual entry 900: Historic events vs. nonhistoric events (ADDC15, p. 102; DDC23, p. 160).

Persons who fit this interpretation include, inter alia, discoverers, explorers, heads of state, and political figures such as prime ministers. Include figures whose story gives an insight into social history, e.g. Albert Facey, A fortunate life. Not all nationals, not even all political figures, will be classed in history. The first choice of number for significant nationals is the discipline or subject with which they are identified. Those who are not associated with a particular subject and who have not been involved in events ‘important enough to affect the general social life and history of the place’ are classed in 920 and its subdivisions.

Works about individuals (biography, etc.) judged to be associated with the history of a place are classed in the appropriate area and period subdivisions, with the notation –092 from Table 1 and a Special Book Number consisting of the first three letters of the subject’s name.

Collected biography (etc.) about a number of persons judged to be associated with the history of a place is classed in the appropriate area and period subdivisions with the notation –092 from Table 1 (ADDC15 = –092, DDC23 = –0922).

Collected biography (etc.) about a number of persons judged to be associated with the history of a place but who belong to two or more periods is classed in the base number for the history of the area with the special subdivision for persons from the Schedules at 930–990 (ADDC15 = –009, DDC23 = –0099).

Biography (etc.), whether individual or collected, is not classed in the special subdivision –004 for racial, ethnic and national groups. Place plus period is preferred with the –092 notation from Table 1, or place is classed with the special subdivision –009 for persons from the Schedules.

Special care is needed also in classifying works about persons not associated with a discipline or subject and not strictly speaking participants in ‘historic events’. General biography belongs in 920, not in 930–990. Persons are not classed in 930–990 simply because they belong to a national group.

Individual biography (etc.) about persons not associated with a particular discipline or subject or the history of a particular place is classed in 920.71 or 920.72 and their appropriate expansions.
Collected biography (etc.) about a number of persons not confined to a particular discipline or subject or the history of a particular place is classed in 920 with the following expansions:

<table>
<thead>
<tr>
<th>DDC23 &amp; ADDC15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>920.02</td>
<td></td>
</tr>
<tr>
<td>920.03–09</td>
<td>with notation –3–9 from Table 2</td>
</tr>
<tr>
<td>920.71</td>
<td>with notation –093–099 from Table 1</td>
</tr>
<tr>
<td>920.72</td>
<td>with notation –093–099 from Table 1</td>
</tr>
</tbody>
</table>

Prefer 920.71 and 920.72 above 920–920.099. Do not use 920.009 and subdivisions, preferring to arrange by place or class in 920 or 920.02.

Works about persons associated with the history of Australia are classed in number for the country as a whole, with the appropriate period subdivision and notation –092 from Table 1. Biography (etc.) is not classed in the state subdivisions.

Works about prime ministers are classed in 994 and the appropriate period subdivision. The numbers 320.9 or 324 or 328 are used only when the work is very restricted in scope. Biography is not classed in 994.004 and subdivisions.

900 History & geography

<table>
<thead>
<tr>
<th>ADDC15</th>
<th>DDC23</th>
</tr>
</thead>
<tbody>
<tr>
<td>910</td>
<td>Class biography of individual explorers associated with specific countries in 930–990.</td>
</tr>
<tr>
<td>910.92 p. 871</td>
<td>Class biography of individual explorers associated with specific countries in 930–990.</td>
</tr>
<tr>
<td>913–919</td>
<td>Sub. 04 Travel. Delete the note ‘Class here discovery, exploration’ and add the note ‘Class discovery and exploration in 930–990 with appropriate period notation.’</td>
</tr>
<tr>
<td>913–919 p. 875</td>
<td>Sub. 04 Travel. Delete the note ‘Class here discovery, exploration’ and add the note ‘Class discovery and exploration in 930–990 with appropriate period notation.’</td>
</tr>
<tr>
<td>920–920.72</td>
<td>Prefer to class biography of persons associated with a specific discipline or subject with the discipline or subject. Note that standard subdivisions, including 093–099, can be added to effect sub-arrangement by place, to these numbers.</td>
</tr>
<tr>
<td>920–920.72 pp. 879-882</td>
<td>Prefer to class biography of persons associated with a specific discipline or subject with the discipline or subject. Note that standard subdivisions, including 093–099, can be added to effect sub-arrangement by place, to these numbers.</td>
</tr>
<tr>
<td>929.2 p. 886</td>
<td>Apply the option.</td>
</tr>
<tr>
<td>930–990</td>
<td>Add the note ‘Class here discovery and exploration in specific continents, countries and localities’.</td>
</tr>
<tr>
<td>930–990 p. 858</td>
<td>Add the note ‘Class here discovery and exploration in specific continents, countries and localities’.</td>
</tr>
</tbody>
</table>
4. SUBJECT CATALOGUING

4:A AUTHORITIES

4:B REFERENCES

4:C INTRODUCTION

4:D PRINCIPLES: GENERAL

4:D1 Specific entry
4:D2 Multiple subject headings
4:D3 Authorial intent

4:E PRINCIPLES: SCIS SUBJECT HEADINGS ONLY

4:E1 Devising proper and common name headings
4:E2 Period subdivisions
4:E3 Place names

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4:F1 Works on a single subject
4:F2 Works on a single subject containing a number of elements
4:F3 Multi-subject works with subjects treated separately
4:F4 Works on a broad subject with multiple related subjects
4:F5 Works with more than ten related subjects
4:F6 Analytical entries
4:F7 Priorities in assigning headings
4:F8 Order of subject access points
4:F9 Works in languages other than English
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4:G1 Applying the SCIS standard subdivision Fiction
4:G2 Applying the ScOT term Fiction
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4:G4 Characters in fiction
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4:G6 Events in fiction
4:G7 Theme headings in fiction
4:G8 Literary prizes
4:G9 Genre headings

4:H GUIDE TO PRACTICE: ScOT ONLY

4:H1 Subjects not in ScOT
4:A AUTHORITIES

*SCIS Subject Headings.* Carlton South, Vic.: Education Services Australia.
https://my.scisdata.com/standards

*Schools Online Thesaurus.* Carlton South, Vic.: Education Services Australia.
http://scot.curriculum.edu.au

4:B REFERENCES


4:C INTRODUCTION

4:C1 The purposes of this section are:

- to ensure that subject cataloguing relates in the most effective way to the needs of students and teachers;
- to provide a reference tool which promotes consistency in subject analysis by accredited cataloguers;
- to guide accredited cataloguers on the application and the use of SCIS Subject Headings in instances or areas where the list permits more than one interpretation;
- to guide accredited cataloguers on the application and the use of Schools Online Thesaurus (ScOT);
- to record policy on approaches to subject analysis and on the treatment of various categories of works.
4:D PRINCIPLES: GENERAL

4:D1 Specific entry

It is policy to adhere to the principle of specific entry, which requires that a work be assigned the most specific heading which represents exactly, or is coextensive with, the subject content of the work as a whole, rather than any minor themes or topics it may contain.

This means that normally a general heading and a specific one comprehended within it, for example Mathematics and Algebra, are not assigned to the same work.

4:D2 Multiple subject headings

The retrievability of the subject matter of a work is enhanced if the work is assigned multiple subject headings. It is policy, where the work lends itself to such analysis, to prefer the use of several specific headings, rather than one general heading, in specifying the subject content of a work.

4:D3 Authorial intent

When determining the subject content of a work, cataloguers should consider carefully the author’s emphasis and intention, either expressed or implied, as well as the arrangement and relationship of subjects within the work itself.
4:E PRINCIPLES: SCIS SUBJECT HEADINGS ONLY

4:E1 Devising proper and common name headings

Section 6 of the Guidelines to Using SCIS Subject Headings provides instructions for devising additional headings, including headings for proper names and common names. Use the examples given at the subject heading for the category name as a guide for establishing headings and reference structures.

Refer to section 7, MARC Coding: Authority Records of these standards for instructions on coding authority records for headings so devised. In most cases it will be most efficient to construct authorities at the time of cataloguing, although agencies may choose to refer such headings to Education Services Australia for authorisation and establishment of appropriate reference structures if they wish.

If a heading with a subdivision is required, and the main heading is not already established, then an authority for the main heading will need to be created if cross-references are required, e.g. where references need to be made from variant forms of name. In such cases, create an authority record for the main heading (or refer the main heading to Education Services Australia to be established) as well as creating an authority for the heading with the subdivision.

Use judgement as to which reference structures will provide useful access points without leading to unwieldy headings. For example, it would be appropriate to refer to names of individual marsupials from the category heading ‘Marsupials’, but not to refer to all possible individual authors at ‘Authors’. When it is considered appropriate to use a broader term in the reference structure for the devised heading, use that heading in the list which is the next most specific, i.e. for Quolls use BT Marsupials, not BT Animals.

4:E2 Period subdivisions

Specific period subdivisions are used with names of selected countries and the states of Australia, after the following subdivisions
- Economic conditions
- History
- Politics and government
- Social conditions
- Social life and customs

In determining period subdivisions, SCIS will be guided by the broad Dewey period spans found at 930-990. It is important to note that in DDC, where significant historical periods within any country’s history are divided to reflect important events, the general style rule is to use the same year for the terminal date of one period and the beginning date of the one following, unless events indicate a break at the end of the calendar year. However where division is by decade or century, the span of years is calculated as ‘0’ to ‘9’. For example:

945.091 History of Italy in the reign of Victor Emmanuel, 1900-1946
...
945.0924 History of Italy 1946-1949
945.0925 History of Italy 1950-1959
To avoid such apparent inconsistencies in the form of period subdivisions, SCIS has determined to use overlapping periods in all cases.

**Examples**

Australia – History – 2000-

If a specific period is not listed for a country, century subdivisions may be added to the subdivisions listed above, for example **West Indies – Economic conditions – 20th century**.

Literature, film and music headings may be subdivided directly by century, for example **Australian poetry – 20th century**. The subdivisions - History - [ ] century may be added to specific subjects, for example **Inventions – History – 19th century**. The heading Costume may also be further subdivided by century, for example **Costume – 18th century**.

4:E3 Place names

It is SCIS policy to assign as a subject heading only the latest name of a country, state, city etc. that has been previously known by a different name. However if the new jurisdiction covers a different territory or has a different identity, retain the original heading, with explanatory notes if necessary.

**Examples**

Yugoslavia  
SN Use for works on the country as a whole which from 1946-1991 consisted of six constituent republics: Bosnia and Hercegovina; Croatia; Macedonia; Montenegro; Serbia; Slovenia, and from 1991-2003 of Serbia and Montenegro. For works on individual countries formerly part of Yugoslavia use the headings for the individual countries.

Montenegro  
SN Use for works on the country which was formerly part of Yugoslavia and from 2003-2005 was federated with Serbia.

but  

**St Petersburg (Russia)**  
UF Leningrad (Soviet Union)

**Ethiopia**  
UF Abyssinia
4:F GUIDE TO PRACTICE: GENERAL

4:F1 Works on a single subject

For works on a single discrete subject, assign the one heading which represents exactly the subject of the work.

*Examples*

<table>
<thead>
<tr>
<th>Title</th>
<th>SCIS Subject</th>
<th>ScOT Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy dressmaking techniques</td>
<td>Dressmaking</td>
<td>Dressmaking</td>
</tr>
<tr>
<td>Lighthouses of South Australia</td>
<td>Lighthouses</td>
<td>Lighthouses</td>
</tr>
<tr>
<td>How to play cricket</td>
<td>Cricket</td>
<td>Cricket (Sport)</td>
</tr>
</tbody>
</table>

4:F2 Works on a single subject containing a number of elements

For works treating a single subject considered from different aspects or containing a number of elements, assign sufficient headings to cover those aspects or elements up to the limit of ten headings.

*Examples*

<table>
<thead>
<tr>
<th>Title</th>
<th>SCIS Subjects</th>
<th>ScOT Subjects</th>
</tr>
</thead>
</table>
| Animal experimentation: opposing viewpoints | Animals – Treatment  
Laboratory animals – Moral and ethical aspects  
Genetic engineering – Moral and ethical aspects | Animal experimentation  
Genetic engineering  
Bioethics |
| Swinging the billy: indigenous and other styles of Australian bush cookery | Cookery, Australian  
Bush food  
Cookery, Outdoor | Bush food  
Cooking |

4:F3 Multi-subject works with subjects treated separately

For works on more than one subject treated separately assign a heading for each topic up to the limit of ten headings from SCIS Subject Headings and ten headings from ScOT.

*Examples*

<table>
<thead>
<tr>
<th>Title</th>
<th>SCIS Subjects</th>
<th>ScOT Subjects</th>
</tr>
</thead>
</table>
| Transport machines (Work has a number of distinct sections on different aspects of transport, i.e. road, two wheels, rail, sea and air) | Aeroplanes  
Trains  
Vehicles | Aeroplanes  
Trains |
Land transport

4:F4 Works on a broad subject with multiple related subjects

For works dealing with several subjects which are all generically related (i.e., which are all subdivisions of a broader subject) but which are treated separately within the work, assign a subject heading for each subject.

*Examples*

<table>
<thead>
<tr>
<th>Title</th>
<th>Answers about the moon, stars and planets</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIS Subjects</td>
<td>Stars</td>
</tr>
<tr>
<td></td>
<td>Planets</td>
</tr>
<tr>
<td></td>
<td>Moon</td>
</tr>
<tr>
<td>ScOT Subjects</td>
<td>Stars (Universe)</td>
</tr>
<tr>
<td></td>
<td>Planets</td>
</tr>
<tr>
<td></td>
<td>Moon</td>
</tr>
<tr>
<td>NOT</td>
<td>Astronomy (SCIS)</td>
</tr>
<tr>
<td></td>
<td>Universe (ScOT)</td>
</tr>
</tbody>
</table>

Do not assign a heading for the broader subject, since the reference structure within the catalogue will guide users from the broad heading to more specific terms. However if the topics are treated together in the work as opposed to separately, assign a single broad heading.

*Example*

<table>
<thead>
<tr>
<th>Title</th>
<th>How did you travel to school today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIS Subject</td>
<td>Transport</td>
</tr>
<tr>
<td>ScOT Subject</td>
<td>Transport</td>
</tr>
<tr>
<td>NOT</td>
<td>Buses</td>
</tr>
<tr>
<td></td>
<td>Trains</td>
</tr>
<tr>
<td></td>
<td>Motor cars</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
</tr>
</tbody>
</table>

4:F5 Works with more than ten related subjects

For works dealing with more than ten such related subjects, treated separately, prefer a single generic heading which represents these subjects collectively. If appropriate, include a contents note if the broad subject heading does not sufficiently reveal the contents of the work. Contents notes are used to enhance subject access while adhering to the principle of not adding broader and narrower terms for the same concept to the one record.

*Example*

<table>
<thead>
<tr>
<th>Title</th>
<th>The living world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents:</td>
<td>Contents: The study of life -- The living cell -- The continuity of life -- The evolution and diversity of life -- Plant life -- Evolution of animal life -- Animal life -- The living environment</td>
</tr>
<tr>
<td>SCIS Subject</td>
<td>Biology</td>
</tr>
<tr>
<td>ScOT Subject</td>
<td>Life</td>
</tr>
</tbody>
</table>
4:F6 Analytical entries

Headings may also be assigned for minor themes or subjects, or for parts of a work, if such subjects or parts are considered to be of curriculum relevance and of significance within the work itself, provided that:

- they are additional to those assigned to the principles defined above
- the total number of subject headings assigned to a single title does not exceed ten from SCIS Subject Headings and ten from ScOT.

In some cases this might lead to a general and a specific heading being applied to the same record. Analytical entries may be used, for example, for a book which deals with the history of Western Australia, but which also contains a significant chapter on goldmining. Such a work would be assigned the following subject headings:

SCIS Subjects
1. Gold mining – Western Australia
2. Western Australia – History

ScOT Subjects
1. History
2. Gold
3. Mining

4:F7 Priorities in assigning headings

Where a work contains more subjects than can be assigned headings within the limit of ten from SCIS Subject Headings and ten from ScOT, prefer headings which provide access in the following order of priority:

1. Significant curriculum topics
2. Australasian subjects
3. Names of persons associated with a selected subject
4. Placenames associated with a selected subject.

4:F8 Order of subject access points

To ensure consistent display of subject access points in the SCIS Catalogue, subjects are grouped first by type of heading and then by source. For an explanation of the codes used in the following list, see section 6, *MARC Coding: Bibliographic Records* of these standards.

600 (scisshl)
610 (scisshl)
611 (scisshl)
630 (scisshl)
650 (scisshl)
650 (scot)
651 (scisshl)
651 (scot)
655 (scisshl)
655 (scot)
4:F9  Works in languages other than English

Works in languages other than English are assigned a language heading in the form prescribed in *SCIS Subject Headings* (e.g. Italian language text). Do not assign language headings from ScOT to works in languages other than English unless they are about those languages.

**Examples**

**Title:** Handa’s hen / … Hindi translation by Awadesh Misra.

**SCIS Subjects:** Hindi language text  
Counting – Fiction  
Poultry – Fiction  
Kenya – Fiction

**ScOT Subjects:** Counting  
Chickens  
Fiction

4:F10  Place headings

In assigning subject headings referring to place, prefer the most specific placename likely to be sought by students. For Australian and New Zealand places, assign the name of any town, city or region. For places in other countries, prefer the name of the country, unless it is a major city or region which is included in the title, features as a major component of the content, or is more likely to be searched by students.

Australian, U.S. and Canadian place headings are qualified by state, territory or province according to the provisions of RDA 16.2.2.9 using abbreviations contained in RDA appendix B.11. New Zealand places are qualified by country according to the provisions of RDA 16.2.11.

**Examples**

**Title:** Geraldton : rural-residential land capability study  

**SCIS Subjects:** Land use – Western Australia  
Regional planning  
Geraldton (W.A.)

**ScOT Subjects:** Environmental management  
Planning

**Title:** The way we were : Dunedin/Coastal Otago

**SCIS Subjects:** Dunedin (N.Z.) – Pictorial works  
Otago Region (N.Z.) – Pictorial works

**ScOT Subjects:** Photography

**Title:** A village in Normandy

**SCIS Subjects:** Villages  
Normandy (France)

**ScOT Subjects:** Towns

**Title:** The forms of water

**SCIS Subjects:** Family relations - Fiction  
Boston (Mass.) - Fiction

**ScOT Subjects:** Family relationship  
Fiction
4:F11 Qualifiers

Apply qualifiers from the list in Appendix A where necessary to add clarification to ambiguous headings, for example Rock (Wrestler), Perth Wildcats (Basketball team) etc.

Where more than one qualifier is needed separate each with a full colon, for example Endeavour (Ship : Replica)

Geographic qualifiers

Mountains
For individual mountains known as Mount … e.g. Mount Kosciusko, Mount Baw Baw, use the inverted form e.g. Kosciusko, Mount. Add a qualifier only if necessary to distinguish mountains with the same name.

For mountain ranges and mountains known only by name, e.g. Vesuvius, You Yangs, use the qualified form e.g. Vesuvius (Italy), You Yangs (Vic.), Southern Alps/Ka tiritiri o te Moana (N.Z.), unless the name includes the name of the larger jurisdiction, e.g. Australian Alps, or covers an area larger than a single jurisdiction, e.g. Rocky Mountains.

Buildings
Add a qualifier only if considered necessary to provide identification, e.g. Taj Mahal (Agra, India) but Sydney Opera House (no qualifier needed).

4:F12 Subject headings for Shakespeare’s works

In February 2003, the former policy directing that the texts of Shakespeare’s plays and poetry not be given subject headings was rescinded. The texts are now assigned form, genre and topical headings according to the list in Appendix B of these standards. In some cases headings for settings are also assigned. Headings for settings are only assigned where they are an important aspect of a play.

For SCIS Subject Headings see the indexing and specific example notes at Shakespeare, William - Comedies; Shakespeare, William - Histories; Shakespeare, William - Tragedies and Shakespeare, William - Tragicomedies. The notes at Shakespeare, William - Comedies are provided as an example:

IN For the texts of Shakespeare’s comedies see the headings Comedy, and English drama and also topical subject headings, e.g. Love - Drama.

SEN Use for critical works on Shakespeare’s comedy plays in general. For critical works on individual plays see Shakespeare, William followed by the title without further subdivision, e.g. Shakespeare, William. All’s well that ends well.
4:G GUIDE TO PRACTICE: FICTION

In assigning subject headings to works of fiction, the cataloguer is advised to seek headings for topics relating to real places, mythical places, real persons, events, objects and themes.

4:G1 Applying the SCIS Subject Heading standard subdivision Fiction

Fiction as a standard subdivision can be assigned to any SCIS subject heading, or to allowed headings that have been devised by the cataloguer unless instructions state otherwise, e.g. the subdivision Fiction is not used with genre headings or headings for literary prizes.

**Examples**

*Title:* Very ugly bug
*SCIS Subjects:* Insects – Fiction
  Aesthetics – Fiction

*Title:* Affection : a novel
*SCIS Subjects:* Plague – Fiction
  Queensland – History – Fiction
*SCIS Genres:* Australian stories
  Historical fiction

4:G2 Applying the ScOT term Fiction

The term *Fiction* is assigned to works of fiction, together with (but not as a subdivision of) terms that represent topics treated by the work. However, if a ScOT term for a fiction genre containing the word ‘fiction’, e.g. Historical fiction, has been assigned, do not also assign the term *Fiction*.

**Examples**

*Title:* Very ugly bug
*ScOT Subjects:* Insects
  Aesthetics
  Fiction

*Title:* Affection : a novel
*ScOT Subject:* Epidemics
*ScOT Genres:* Australian literature
  Historical fiction

*Title:* A necessary evil
*ScOT Subjects:* Murder
  Fiction
*ScOT Genre:* Crime stories

4:G3 Ten subject headings

A maximum of ten headings from SCIS Subject Headings and ten headings from ScOT may be assigned to a work of fiction.

4:G4 Characters in fiction

Do not assign subject headings for fictional characters in works of fiction.
4:G5  **Place headings in fiction**

Do not assign headings for fictional places in works of fiction. Do assign headings for real and mythical places. For example if a fictional work is about Atlantis, the SCIS subject heading *Atlantis – Fiction* may be assigned. However do *not* assign headings for fictional places, e.g. do *not* assign the heading *Narnia (Fictional place) – Fiction*.

When deciding if a work involves a place that is fictional or mythical, use the classification of the original work which features the place as a guide; i.e. if it would be classified at 200 or 398 assume the place is mythical; if it would be classified at F assume the place is fictional. For example the work *Atlantis: the legend of a lost city* is classified at 398.23, but *The chronicles of Narnia / by C.S. Lewis* is classified at F.

4:G6  **Events in fiction**

In assigning SCIS subject headings referring to an event, prefer a heading which refers to the specific event rather than a broader heading. For example, use the SCIS subject heading *Eureka Stockade – Fiction* rather than *Riots – Fiction*, or *Australia – History – 1851-1901 – Fiction*.

4:G7  **Theme headings in fiction**

Subject headings related to theme should be as specific as possible. For example, a work with a dominant and pervasive theme of cricket should be assigned the SCIS subject heading *Cricket – Fiction*, rather than the broader and more generic term *Sports – Fiction*, and the ScOT terms *Cricket (Sport)* and *Fiction*, rather than *Sports and Fiction*.

4:G8  **Literary prizes**

Works which have won a literary prize are assigned the SCIS subject heading for the name of that prize, e.g. *Book of the Year Award*.

4:G9  **Genre headings**

Genre headings are assigned to works of fiction, including fictional films.

A literary genre is a recognisable and established category of written work, employing such common conventions as will prevent the reader from mistaking it for another kind (*Concise Oxford Dictionary of Literary Terms*). There is some overlap in areas covered by these genre headings, and for some items two or more genre headings may be appropriate.

Use only genre headings from those available in SCIS Subject Headings and their corresponding terms in ScOT. A listing of these headings and terms is available in *Appendix E* of these standards.

For a full list for use in SCIS genre heading fields, including definitions and examples explaining the scope of each, see the guidelines for genre headings in the latest edition of *Guidelines to Using SCIS Subject Headings*.

ScOT genre terms are generally listed as narrower concepts of the ScOT term *Literary genres*, although some are listed as narrower terms of *Regional literature* and *Regional films*. 
SCIS genre headings and ScOT genre terms for works of fiction are recorded in the 655 (Genre/Form) field. SCIS subject headings for works about a particular genre are recorded in the 650 (Topical term) field with appropriate subdivision. ScOT terms for works about a genre are also recorded in the 650 field.

Examples

Title: Forever for a year
SCIS Subjects: Adolescents – Fiction
ScOT Subjects: Adolescents
SCIS Genres: School stories
ScOT Genres: School stories

Title: The historical novel
SCIS Subjects: Historical fiction – History and criticism
History in literature
ScOT Subjects: Historical fiction
Literary criticism

4:H GUIDE TO PRACTICE: ScOT ONLY

4:H1 Subjects not in ScOT

Subjects for which no appropriate terms can be located in ScOT, but which are deemed essential to provide adequate subject access to resources, are captured in catalogue records and referred to the maintainers of the Thesaurus to be considered for inclusion. There are no requirements for the presentation of these concepts, beyond the requirement that they are recorded in the field designated for their capture (653 Index term – uncontrolled) as a series of single concepts.

Example

653 ## $a Battle of Trafalgar $a 19th century $a Sailing ships

Many of the concepts for which ScOT does not have terms are those that are provided for in SCIS subject headings by the instructions for devising common and proper names (see 4:E1). For such concepts select the nearest term from ScOT, if it provides a useful access point to the work in hand.

Examples

Title: The boa constrictor.
ScOT Subject: Snakes
653 field: Boa constrictors

Title: The barbecue cookbook
ScOT Subject: Cooking
653 field: Barbecue recipes
5. STANDARDS FOR SPECIFIC FORMATS

5:A INTRODUCTION
5:A1 Scope of this section

5:B CATALOGUING STANDARDS FOR WEBSITES
5:B1 Authorities
5:B2 General policy
5:B3 Descriptive cataloguing and MARC coding
5:B4 Full record examples for websites

5:C CATALOGUING STANDARDS FOR BROADCAST MATERIALS
5:C1 Authorities
5:C2 Descriptive cataloguing and MARC coding

5:D CATALOGUING STANDARDS FOR E-BOOKS
5:D1 Authorities
5:D2 References
5:D3 General policy
5:D4 Descriptive cataloguing and MARC coding
5:D5 Subject cataloguing
5:D6 Electronic location and access
5:D7 Full record examples for e-books
5:A INTRODUCTION

5:A1 Scope of this section

This section contains general policies and standards for special formats of material. For application of specific cataloguing rules, see section 2 of these standards. For further details of MARC coding, see section 6.
5:B CATALOGUING STANDARDS FOR WEBSITES

5:B1 Authorities

_RDA: Resource Description & Access_ is to be used as the primary standard for the description of websites.

5:B2 General policy

5:B2.1 Boundaries of a site

Useful sites for students are often specific sets of pages within larger, and disparate, domain sites. Cataloguers will make a judgement as to the usefulness and integrity of parts of domain sites, and where appropriate, create separate records for subsites. This may result in there being a record for the site as a whole, in addition to records for subsites contained within it. An individual home page or copyright statement may indicate a valid subsite for cataloguing.

5:B2.2 Mirror sites

Mirror sites duplicate a high demand website to spread the burden over more than one server, e.g. _The nine planets_ site currently has 50 mirror sites around the world. It is SCIS policy, as far as possible, to catalogue the primary site and also provide the URLs for Australian mirror sites with a general note referring to the mirror sites. The currency of mirror sites depends on their maintenance mechanism: some are not automatically updated and can become out-of-date. The stated frequency of updating an Australian mirror site (if available) should be added as a general note.

5:B2.3 Archived sites

For sites archived in the National Library of Australia Pandora archive, use the direct URL of the resource in the archive, not the entry point for Pandora. Add a note: ‘Available in the National Library of Australia Pandora archive.’

5:B2.4 Quality control

Only websites that have been through a quality control mechanism should appear on the SCIS database. Examples of appropriate sources are:

* _ABC Education_. [http://education.abc.net.au/home#!/home](http://education.abc.net.au/home#!/home)
* _Connections_. Education Services Australia. [https://www.scisdata.com/connections/](https://www.scisdata.com/connections/)
* _Topic explorer_. Services to Schools, National Library of New Zealand. [https://natlib.govt.nz/schools/topics](https://natlib.govt.nz/schools/topics)

If no quality control mechanism has been applied, the website should be suggested either to the jurisdiction’s website review coordinator or to Education Services Australia, whichever is appropriate for the particular cataloguing agency, and only catalogued if accepted into a quality control process.

Sites with expiry dates should be catalogued only if they are of a popular topical (though ephemeral) subject, e.g. events such as the 2000 Olympic Games.
SCIS takes responsibility for monitoring its own database with respect to changing URLs, vanished sites, changed titles, etc. and will continue to review options for managing this process. However, schools are responsible for monitoring the websites for which they have downloaded records.

Cataloguers are encouraged to ensure the initial accuracy of the URL by verifying it through the cataloguing module or SCIS catalogue.

A cataloguer's note may be used to record an expiry date, or other information to assist in managing the website record.

Example

```
039 ## $a Recommended review date: 12/03/2016.
```

**5:B3 Descriptive cataloguing and MARC coding**

**5:B3.1 Preferred source of information**

If the title in the preferred source of information (i.e. the website itself) varies, prefer the title on the site home page. Information from outside the preferred source of information should not be used unless the record could not function without it.

See also section 5:B3.7 (Titles 24X) below.

**5:B3.2 Leader**

06 Type of Record

Code for the most significant aspect of the site, which in most cases will be ‘a’ (Language material).

07 Bibliographic level

Code with ‘i’ (Integrating resource) for an updating website.

Code with ‘m’ (Monograph) for a website that will not be updated on a regular basis.

**5:B3.3 Control field 007**

The 007 for Electronic resource (Category of material = c) is used for websites. Add the specific material designation r=remote use.

**5:B3.4 Control field 008**

Position 23 (Form of item) should be coded ‘o’ (Online).

**5:B3.5 Main entry 100/110 and Statements of responsibility 245 $c**

Do not go beyond the home page or copyright page (if one exists) to locate a creator or statement of responsibility. In case of doubt as to whether a named person or business is a creator (taking into account instructions at RDA 19.2.1.1), do not record; e.g. statements expressed as ‘Created by’, ‘Produced by’ and ‘Webmaster’ should not necessarily be regarded as statements of responsibility. If genuine authorship statements are available, e.g. in the case of personally authored web pages, then an appropriate statement of responsibility should be added.
5:B3.6 Titles 24X

Take the most prominent form on the preferred source of information, usually the home page, and trace other forms in 246. Preliminary pages giving users a choice of frames or no frames should be treated in the same manner as a ‘presents’ statement preceding a title on a video, i.e. ignored, even though that may be the first screen that appears when the URL is entered (see notes at 5:B3.19, Electronic location and access 856).

All title variations should be traced in accordance with RDA 2.3.6. Variant titles such as preliminary page titles and source page titles that are displayed by the web browser in the title bar at the top of the screen, by hovering over the browser logo, or on printouts, should be traced in the 246 field.

**Examples**

245 00 $a Sea turtles.
246 13 $a Galveston Lab sea turtles
500 ## $a Meta title: Galveston Lab sea turtles.

5:B3.7 Publication details 264

$c Date of publication:

- Unless there is a definite indication that the site is not going to be updated, use an open date, expressed as e.g. $c 1996- (with no spaces or full stop after the hyphen) and give coding 008/06c for continuing resource currently published.
- If there is a date of origin given on either the home page or an easily located copyright page, use this date.
- If there is no date of origin, prefer dates found on the home page, whether earlier or later than dates found elsewhere on the site.
- Where the home page gives more than one date, choose the earlier date.
- Where there is no date on the home page, consult, if easily available from the home page, the following sources:
  - copyright statement page
  - disclaimer page
  - ‘about’ page
  - metadata
  and choose the earliest date.
- Where there is no date at all on these sources, supply an approximate date if this can be done easily, according to the instructions in RDA 1.9.2, e.g. [2012?] or [between 2010 and 2012?]
- Where an approximate date cannot be easily determined, use the current year as a probable date in the form [2001?]-

**Examples**

264 1 $a [Sydney] : $b ABC, $c 2000-
264 1 $a [United States] : $b About.com, $c 2000-
264 1 $a Melbourne : $b A. Griffiths, $c [1999?]-

5:B3.8 Physical description 300

The extent of a website is recorded as ‘1 online resource’ (RDA 3.4.1.3).

5:B3.9 Frequency of issue 310

Field 310 should only be used for electronic serials.
5:B3.10  Content type 336
The content type for websites is usually ‘text’, but other content types such as ‘cartographic image’, ‘still image’, ‘two-dimensional moving image’, etc., may be applicable for websites where the content is predominantly non-textual, or where there is a mix of content types.

*Examples*

336  ## $a text $2 rdacontent
336  ## $a still image $2 rdacontent

5:B3.11  Source of title proper 500
Give a note for the source of the title proper only when the source is not the home page.

*Example*

500  ## $a Title supplied by cataloguer.

5:B3.12  Date of cataloguing 500
The calendar date of cataloguing should be recorded in a general note.

*Examples*

500  ## $a Website catalogued: 21 August 2000.
500  ## $a Website catalogued: 1 July 2002.

If a record is revised because of changes to the website, change the date in the ‘Website catalogued’ note to reflect the date of revision.

5:B3.13  Other general notes 500
Make notes on the nature of the website if considered useful. Use tag 538 for system details which are essential to the functioning of the site.

*Examples*

500  ## $a Website includes sound.
500  ## $a A collaboration between Australia’s Cultural Network and the Australian Museum.
500  ## $a Subscription required.

5:B3.14  Contents note 505
Provide a ‘Contents include’ or ‘Contents’ note for enhanced access where appropriate, but do not trace the URLs of the pages in the 856 field.

*Example*

505  8# $a Contents include: Natural resources -- History and culture -- Social equity and environmental justice -- Museum -- Virtual classroom -- Arctic forum.

5:B3.15  Summary note 520
Add a summary to all bibliographic records. Use the website itself or a review (such as SCAN) as a source of information.

*Example*

520  8# $a Summary: Enables you to search the World Wide Web and/or periodicals, databases, and newswires.
5:B3.16 System details note 538

Use tag 538 for system details which are essential to the functioning of the site.

- Do not use this note for standard plug-ins that can be downloaded from the website (e.g. Acrobat reader for PDF files) or standard web browsers (e.g. Firefox, Internet Explorer).
- If deemed useful, explanatory notes may also be added in a general 500 note.

Examples

500 ## $a The stories are provided in video, audio and text-only formats.
538 ## $a System requirements: Video format: Real Player G2 plugin & connection speed 28.8k.
538 ## $a System requirements: Audio format: Real Player G2 plugin & connection speed 14.4k.
538 ## $a System requirements: Sound device.

5:B3.17 Subject access 6XX

Depending on the judgement made about the boundary of a site, only broad headings relevant to the site as a whole should be assigned. For example, if National Geographic is the site being catalogued, give general headings; if a subsite of National Geographic is being catalogued, give more specific headings.

5:B3.18 Electronic location and access 856

Record the URL of the home page, i.e. the chief source of information, and add other URLs in repeated 856 fields if deemed useful, eg the URLs of preliminary pages, mirror sites, different viewing formats, related resources. Give the URL of a related resource if it provides additional information about the website, e.g. a review of the site.

Examples

Resource: second indicator 0
856 40 $u http://www.peterrabbit.com/
Related resource: second indicator 2
856 42 $3 Review $u http://learningplace.eq.edu.au/cs/resources/item/website/29db5167-0c2c-b04f-975a-5519d310b644/0/
5:B4  Full record examples for websites

5:B4.1 Integrating resource

This example uses Leader 06 = ‘a’ + Leader 07 = ‘i’

```
000 00909cai a2200265 i 4500
001 1067223
005 20070717104146.0
007 cr
008 011113c20019999xxukr neo 0 2eng d
035 ___|a (AU-MeSCI)1067223
040 ___|a AU-MeSCI $e rda $e sscode
082 14 |a 070.4 |b REU |2 a15
082 04 |a 070.435 |b REU |2 23
245 00 |a Reuters.
246 13 |a Reuters.com
264 _1 |a [New York] : |b Reuters, |c [2001?]-
300 ___|a 1 online resource : |b colour illustrations.
336 ___|a text |2 rdacontent
337 ___|a computer |2 rdamedia
338 ___|a online resource |2 rdacarrier
500 ___|a Website catalogued: 9 July 2007.
500 ___|a Meta title: Reuters.com.
520 8_ |a Summary: This comprehensive online news service covers major world stories as they happen.
650 _7 |a Current events. |2 scisshl
650 _7 |a News services. |2 scisshl
650 _7 |a Current affairs. |2 scot
650 _7 |a Hard news. |2 scot
710 2_ |a Reuters.
856 40 |u http://www.reuters.com
```
5:B4.2 Monographic resource

This example uses Leader 06= ‘a’ + Leader= ‘m’

000 01393cam a2200301 a 4500
001 1594416
005 20151015160626.0
007 cr| ||||| ||||| 
008 130130s2013 xxuk |o 00| 0|eng d
035 __|a (AU-MeSCI)1594416
040 __|a AU-MeSCI $e rda |e sscode
082 14 |a 418 |b SEV |2 a15
082 04 |a 418.007 |b SEV |2 23
245 00 |a 700 reasons for studying languages.
246 13 |a Seven hundred reasons for studying languages
264 _1 |a [Southampton] : |b Centre for Languages, Linguistics and Area Studies, |c [2013]
300 __|a 1 online resource.
336 __|a text |2 rdacount
337 __|a computer |2 rdamedia
338 __|a online resource |2 rdacarrier
500 __|a Website catalogued: 30 Jan. 2013.
520 8 |a Summary: Site contains a searchable database of a report describing the new research carried out by the Subject Centre that identifies more than 700 reasons for studying languages. Can be useful in assisting students in choosing their subject options. A downloadable copy of the report is also available on the website.
650 _7 |a Language and languages. |x Research |2 scisshl
650 _7 |a Language and languages. |x Study and teaching |2 scisshl
650 _7 |a Educational research. |2 scot
650 _7 |a Natural languages. |2 scot
650 _7 |a Language teachers. |2 scot
710 2 |a University of Southampton. |b Centre for Languages, Linguistics and Area Studies.
856 40 |u http://www.llas.ac.uk/700Reasons
5:C CATALOGUING STANDARDS FOR BROADCAST MATERIALS

5:C1 Authorities

*RDA: Resource Description & Access* is to be used as the primary standard for the description of broadcast materials.

5:C2 Descriptive cataloguing and MARC coding

Four types of broadcast recordings have been identified:

5:C2.1 Programs broadcast on television with no ‘value added’ information or added series

If a commercial copy becomes available and has additional bibliographic information, e.g. title, series or distributor, the first agency with the commercial copy can update the record. The cataloguer should make a Cataloguer’s note (039) detailing the changes made to the record.

*Example:* *Walking with dinosaurs*

Commercial videorecording becomes available with a series and distributor.

Use the publisher as shown on the videorecording.

Add a 490/830 series statement, a 500 note for distributor and an explanatory 039 note.
Walking with dinosaurs / [c produced & directed by Jasper James ; series producer Tim Haines.

Abridged movie length edition.

Summary: The Cretaceous, Triassic and Jurassic periods come to life in this series that shows the Earth through the eyes of individual dinosaurs.

Rated: E.

Distributed in Australia by Roadshow Entertainment.
5:C2.2 Programs broadcast on television that have minor additional information, such as a local presenter, added by the broadcaster, but the content has not been changed.

If the commercial copy has already been catalogued and the broadcast recording version has additional bibliographic information, for example title or series, add this to the record.

**Example:** Richard Morecroft goes wild.

Use the original publisher and add the broadcast series as a 490/830. Give the presenter an added entry.

Make Cataloguer’s note (039) detailing the changes made to the record as above.
5:C2.3  Programs that have some value added by the broadcaster but the content has not been changed

*Example:* programs with English subtitles added by SBS.

Use original publisher, place and date.

Make a 500 note stating the changes, for example: English subtitles supplied by SBS in 2003
5:C2.4 Programs which have Australian content and discussion added around an original program

*Example:* *Four corners* programs which have Australian content and discussion added around an original BBC *Panorama* program.

These programs are similar to a new edition of a book.

Use the ‘value adder’ as the publisher.

Make a 500 note stating where the original program was produced and when (if available), for example: Includes the BBC *Panorama* report [title if known] produced in [year if known].

The TV websites are a valuable source for this information.

If a commercial videorecording becomes available for the original program without the ‘value adding’, create an additional record using the publisher as shown on the videorecording.

---

**000 01334cgm a2200301 i 4500**

**001 1130175**

**005 20070717125935.0**

**007 vzucbauuu**

**008 030429s2003 at 044 vleng d**

**035 ___ |a (AU-MeSCI) 1130175**

**040 ___ |a AU-MeSCI |e rda |e sscre**

**082 14 |a 615 |b HAZ |2 a15**

**082 04 |a 615.78 |b HAZ |2 23**

**245 00 |a Hazards of the happy pill / |c executive producer, Bruce Belsham.**

**264 _1 |a [Sydney?] : |b ABC, |c 2003.**

**300 ___ |a 1 video file (44 min.) : |b MPEG, sound, colour.**

**336 ___ |a two-dimensional moving image|2 rdaccontent**

**337 ___ |a video |2 rdamedia**

**338 ___ |a online resource |2 rdacarrier**

**490 1_ |a Four corners**

**500 ___ |a Includes the BBC *Panorama* report Secrets of Seroxat.**

**511 0_ |a Reporter, Shelley Jofre.**

**520 8_ |a Summary: The chances are you, or someone you know, is taking Aropax. It’s one of the world’s biggest selling anti-depressants and has transformed millions of lives. But for some there’s a darker side. This program reports that people are getting hooked on the drug, suffering serious withdrawal symptoms when they try to get off it. For some users, it’s claimed it may even lead to self-harm and suicide.**

**650 _7 |a Aropax. |2 scisshl**

**650 _7 |a Drugs |x Physiological effects. |2 scisshl**

**650 _7 |a Psychiatric illness |x Care and treatment. |2 scisshl**

**650 _7 |a Drugs. |2 scot**

**650 _7 |a Depression (Mood disorders) |2 scot**

**700 1_ |a Belsham, Bruce.**

**700 1_ |a Jofre, Shelley.**

**740 02 |a Secrets of Seroxat.**

**830 _0 |a Four corners.**
5:D CATALOGUING STANDARDS FOR E-BOOKS

5:D1 Authorities

RDA: Resource Description & Access is to be used as the primary standard for the description of e-books.

5:D2 References


5:D3 General policy

This section of the Standards provides guidelines in cataloguing e-books. E-book formats include:

- e-monographs in PDF format
- e-book formats (some available from a single distributor)
- multiple formats (book reader application, PDF, and downloadable in Kindle, etc. for an e-book reader, etc.)
- applications (downloaded to a personal device such as iPad).

Some e-books may include other information such as recommended reading, multimedia and useful links as well as the text of the book.

5:D4 Descriptive cataloguing and MARC coding

5:D4.1 Leader

06 Type of Record
Most e-books will have the record type ‘a’ (Language material).

07 Bibliographic level
Most e-books will have the bibliographic level ‘m’ (Monograph). Codes ‘i’ (Integrating resource) or ‘s’ (Serial) may be used for e-resources that will be updated on a regular basis, such as e-journals.

5:D4.2 Control field 007

Use the codes ‘c’ and ‘r’.

Example

cr[ ][ ][ ][ ][ ][ ][ ][ ][ ]

5:D4.3 Control field 008

In position 23 (form of item):

- Use the code ‘o’ (Online) for resources which are accessed using hardware and software connected to communications networks.
- Use the code ‘q’ (Direct electronic) for resources which are stored directly on and accessible from tangible recording media, e.g. disc, tape, portable hard drive, etc.
- Use the code ‘s’ (Electronic) for resources which do not require specificity or differentiation with other types of electronic resources.
5:D4.4 **ISBN (020)**
Give the ISBN in the MARC 020 field if it pertains to the resource being described, i.e. the ISBN of the e-book edition. Do not record the ISBN of an original print edition.

5:D4.5 **Cataloguer’s note (039)**
Include a cataloguer’s note if required for internal reporting.

*Example*

Overdrive title, 08/04/2013.

5:D4.6 **Publication, distribution, etc. (264)**
Record first named publication information that applies to all known instances of the resource. If the e-book is a reproduction of a print monograph, usually the publisher/distributor will come from the original print record.

*Examples*

New York : Scribner, 1913.

5:D4.7 **Physical description (300)**
Use the term ‘e-book’, the term in common usage, rather than ‘online resource’. Provide the extent of the item if it is readily available (RDA 3.1.5).

For details of pagination use either the print version or use the resource in hand with approximation if necessary.

Give other physical details if they are available and considered important (RDA 3.19.2.3), in a general note.

*Examples:*

1 e-book (216 pages)
1 e-book (approximately 180 pages) : illustrations

5:D4.8 **Notes (500)**

**Source of description**

If the description is based on one of a number of possible formats such as a print copy, include a ‘Description based on’ note.

*Examples*

Description based on print version.
Description based on print version record and online preview.

**Format details**

*Examples*

Available in EPUB format.
Available in PDF and EPUB formats.
Available in multiple formats.
5:D5  Subject cataloguing (650)

Include the ScOT and SCIS form heading ‘E-books’.

*Example*

*Title:*  Fractions (ages 6-9)  
*Subjects:*  650_7 $a Fractions $x Study and teaching. $2 scisshl  
  650_7 $a E-books. $2 scisshl  
  650_7 $a Fractions. $2 scot  
  650_7 $a Teaching. $2 scot  
  650_7 $a E-books. $2 scot

5:D6  Electronic location and access (856)

The 856 field provides access to the resource; however, due to multiple providers and user-specific e-book platforms provided by vendors such as Overdrive and Wheelers, SCIS will omit the 856 field for all fee or subscription based e-books. This enables SCIS users to display the specific link relevant within their own catalogues.

For e-books freely available in various formats from a single source, link to the page which offers access to all formats. *Optionally*, include a link also to a specific version of the resource if it is freely available online.

*Examples*

856 40 $u http://www.gutenberg.org/ebooks/11  
856 40 $3 Online version $u http://www.gutenberg.org/files/11/11-h/11-h.htm  
<table>
<thead>
<tr>
<th>000</th>
<th>01182cam a2200349 i 4500</th>
</tr>
</thead>
<tbody>
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</tr>
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</tr>
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</tr>
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<td>10</td>
</tr>
<tr>
<td>250</td>
<td>__</td>
</tr>
<tr>
<td>264</td>
<td>_1</td>
</tr>
<tr>
<td>300</td>
<td>__</td>
</tr>
<tr>
<td>336</td>
<td>__</td>
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<td>__</td>
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<tr>
<td>338</td>
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<td>650</td>
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<tr>
<td>650</td>
<td>_7</td>
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<td>650</td>
<td>_7</td>
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<td>650</td>
<td>_7</td>
</tr>
<tr>
<td>650</td>
<td>_7</td>
</tr>
<tr>
<td>856</td>
<td>40</td>
</tr>
</tbody>
</table>
b) ‘Born digital’ e-book

| 000 | 01001cam a2200301 i 4500 |
| 001 | 1473377 |
| 005 | 20100812131113.0 |
| 007 | cr |||| | || d eng d |
| 008 | 100812s2010 xxcc o |||| | | | d eng d |
| 035 | _a (AU-MeSCI)1473377 |
| 040 | _a AU-MeSCI | e rda e ssdc |
| 082 | 14 | a F | b DOC | 2 | a15 |
| 100 | 1_ | a Doctorow, Cory. |
| 245 | 00 | a For the win / | c Cory Doctorow. |
| 264 | _1 | a [Canada] : | b Cory Doctorow, | c 2010. |
| 300 | _a 1 e-book (218 pages) |
| 336 | _a text | 2 rdacontent |
| 337 | _a computer | 2 rdamedia |
| 338 | _a online resource | 2 rdacarrier |
| 500 | _a Description based on PDF version. |
| 500 | _a Available in multiple formats. |
| 500 | _a Distributed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 license. |
| 520 | 8_ | a Summary: In the twenty-first century, not far in the future, workers in special economic zones are trapped in lives of poverty with no trade unions to represent their rights. But a group of teenagers from across the world are set to fight this injustice using the most surprising of tools - their online video games. |
| 650 | _7 | a Future | x Fiction. | 2 scisshl |
| 650 | _7 | a Adolescents | x Fiction. | 2 scisshl |
| 650 | _7 | a Computer games | x Fiction. | 2 scisshl |
| 650 | _7 | a E-books. | 2 scisshl |
| 650 | _7 | a Science fiction. | 2 scisshl |
| 650 | _7 | a Computer games. | 2 scot |
| 650 | _7 | a E-books. | 2 scot |
| 650 | _7 | a Future contexts. | 2 scot |
| 650 | _7 | a Adolescents. | 2 scot |
| 856 | 40 | u http://craphound.com/ftw/download/ |
1. First among equals: Australia's prime ministers from Barton to Turnbull / Kim Wildman with Derry Hogue.


3. 1 e-book (177 pages) : portraits.

4. Available in READ, EPUB and PDF formats.

5. Since Federation in 1901, 28 men and one woman have served in the position of Australian prime minister. From Barton to Turnbull, they are the leaders who have helped forge Australia's national identity. This book tells the story of each of these prime ministers, setting their actions in the context of their time. It also looks to the future, and to how the public's perception of politics and its leaders is changing in this era of instant communication and social media scrutiny. (From back cover)
d) e-book featuring additional information to the text of the book

| 000 | 01028cam a2200265 i 4500 |
| 001 | 1475723 |
| 005 | 20100830144624.0 |
| 007 | cr cn[[]][[]][[]][[]][[]] |
| 008 | 090114m20089999xxuo|00|0dengd |
| 020 | __|a 9781438114880 |
| 020 | __|a 1438114885 |
| 035 | __|a (AU-MeSCI)1475723 |
| 040 | __|a AU-MeSCI |e rda |e sscode |
| 082 | 14 |a 823 |d BRO |a2 |a15 |
| 082 | 04 |a 823.8 |d BRO |a2 |a23 |
| 245 | 00 |a Emily Bronte's Wuthering Heights / |c by Harold Bloom, editor. |
| 264 | 3 |a Wuthering Heights |
| 264 | _1 |a New York : |b Infobase, |c 2008. |
| 300 | __|a 1 e-book. |
| 336 | __|a text |2 rdacontent |
| 337 | __|a computer |2 rdamedia |
| 338 | __|a online resource |2 rdacarrier |
| 490 | 1 |a Bloom's guides |
| 520 | 8 |a Summary: Presents a study guide discussing the characters, plot and writing of Wuthering Heights by Emily Bronte. Includes critical essays on the novel and a brief biography of the author. |
| 600 | 17 |a Bronte, Emily. |t Wuthering Heights. |t scissh |
| 650 | _7 |a E-books. |t scisshl |
| 650 | _7 |a Novels. |t scot |
| 650 | _7 |a E-books. |t scot |
| 700 | 1 |a Bloom, Harold. |
| 830 | _0 |a Bloom's guides. |
6. MARC CODING: BIBLIOGRAPHIC RECORDS

6:A INTRODUCTION

6:B PRINCIPLES

6:C GUIDE TO PRACTICE

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6:C2 Directory
6:C3 Control fields
6:C4 Number, code and call number fields
6:C5 Main entry fields
6:C6 Title fields
6:C7 Edition, imprint, etc. fields
6:C8 Physical description, etc. fields
6:C9 Series statement fields
6:C10 Note fields
6:C11 Subject headings
6:C12 Added entries
6:C13 Linking entries (Serials)
6:C14 Series added entries
6:C15 Electronic location and access
6:C16 Local fields

6:D FULL RECORD EXAMPLES

6:D1 Monograph
6:D2 Serial
6:D3 Printed music
6:D4 Cartographic material
6:D5 Videofile
6:D6 Videorecording (DVD)
6:D7 Musical sound recording
6:D8 Audio book
6:D9 Picture
6:D10 Electronic resource (CD-ROM)
6:D11 Kit
6:D12 App
6:D13 Toy
6:D14 Game
6:D15 Braille
6:A INTRODUCTION

The use of MARC coding allows Education Services Australia to produce machine-readable data to meet accepted standards for the interchange of cataloguing information, and it is used to generate products as required by our users. The tags, indicators and subfields listed in this document have been accepted as the standard for coding records added to the SCIS database. Some elements no longer used in current SCIS cataloguing are included for the information of library system vendors and to assist cataloguers in the understanding of MARC records, although there has been no attempt to document every change in MARC standards over time.

As MARC 21 is fully supported by the software that hosts the SCIS database, for historical reasons elements other than those specified by these standards may be contained in bibliographic records.
6:B PRINCIPLES

The data is entered according to the guidelines as set out in the Descriptive Cataloguing, Classification and Subject Cataloguing sections of these Standards. In order to abide by the spirit of those sections, records catalogued to this standard must include the data pertinent to the item in hand, irrespective of where that data is held on the system and whether or not it is output to products. As changes are made to the guidelines for descriptive and subject cataloguing and classification, this section will be maintained to reflect those changes.

Where the value ‘no attempt to code’ is included in the coded data fields (for example 008 Government publication), SCIS cataloguing agencies may choose to use this value as the default rather than applying more precise codes.
6:C GUIDE TO PRACTICE

The following list of MARC 21 tags, indicators and subfield codes is a composite subset of those allowed in MARC 21. This reflects the standards as set out in the previous sections.

- The $ character is used to represent a subfield delimiter.
- The # character is used to represent a blank.
- The | character represents ‘no attempt to code’.
- The abbreviations (R) and (NR) are used to indicate whether a tag is Repeatable or Not Repeatable.

The MARC 21 Format for Bibliographic Data is available at:

http://www.loc.gov/marc/bibliographic

In the SCIS library management system, templates have been constructed for several bibliographic types, with the most common codes set as the default. As changes occur in the standards, the templates will be revised.
### 6:C1 Leader

<table>
<thead>
<tr>
<th>Character position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>00–04</td>
<td>Record length (System generated)</td>
</tr>
<tr>
<td>05</td>
<td>Record status</td>
</tr>
<tr>
<td>c</td>
<td>Corrected or revised (System generated)</td>
</tr>
<tr>
<td>n</td>
<td>New</td>
</tr>
<tr>
<td>06</td>
<td>Type of record</td>
</tr>
<tr>
<td>a</td>
<td>Language material</td>
</tr>
<tr>
<td>c</td>
<td>Notated music</td>
</tr>
<tr>
<td>d</td>
<td>Manuscript notated music</td>
</tr>
<tr>
<td>e</td>
<td>Cartographic material</td>
</tr>
<tr>
<td>f</td>
<td>Manuscript cartographic material</td>
</tr>
<tr>
<td>g</td>
<td>Projected medium</td>
</tr>
<tr>
<td>i</td>
<td>Nonmusical sound recording</td>
</tr>
<tr>
<td>j</td>
<td>Musical sound recording</td>
</tr>
<tr>
<td>k</td>
<td>Two-dimensional nonprojectable graphic</td>
</tr>
<tr>
<td>m</td>
<td>Computer file (Electronic resource)</td>
</tr>
<tr>
<td>o</td>
<td>Kit</td>
</tr>
<tr>
<td>p</td>
<td>Mixed materials</td>
</tr>
<tr>
<td>r</td>
<td>Three-dimensional artifact or naturally occurring object</td>
</tr>
<tr>
<td>t</td>
<td>Manuscript language material</td>
</tr>
<tr>
<td>07</td>
<td>Bibliographic level</td>
</tr>
<tr>
<td>a</td>
<td>Monographic component part</td>
</tr>
<tr>
<td>i</td>
<td>Integrating resource</td>
</tr>
<tr>
<td>m</td>
<td>Monograph/item</td>
</tr>
<tr>
<td>s</td>
<td>Serial</td>
</tr>
<tr>
<td>08–16</td>
<td>System-generated: for details see MARC 21.</td>
</tr>
<tr>
<td>17</td>
<td>Encoding level</td>
</tr>
<tr>
<td>#</td>
<td>Full level</td>
</tr>
<tr>
<td>8</td>
<td>Prepublication level</td>
</tr>
<tr>
<td>18</td>
<td>Descriptive cataloguing form</td>
</tr>
<tr>
<td>a</td>
<td>2nd edition of AACR2</td>
</tr>
<tr>
<td>i</td>
<td>ISBD punctuation included</td>
</tr>
<tr>
<td>19</td>
<td>Multipart resource record level</td>
</tr>
<tr>
<td>#</td>
<td>Not specified or not applicable</td>
</tr>
<tr>
<td>20–23</td>
<td>System-generated: for details see MARC 21.</td>
</tr>
</tbody>
</table>
6:C2 Directory

<table>
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<th>Character position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>00–11</td>
<td>System-generated: for details see MARC 21.</td>
</tr>
</tbody>
</table>

6:C3 Control fields

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<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>SCIS record number (NR) (System-generated)</td>
</tr>
<tr>
<td>005</td>
<td>Date and time of last transaction (NR) (System-generated) yyyyymmddhhmmss.f</td>
</tr>
<tr>
<td>006</td>
<td>Linking field (R)</td>
</tr>
<tr>
<td></td>
<td>This field is not used in current SCIS cataloguing: for details, see MARC 21.</td>
</tr>
</tbody>
</table>

007 Physical description fixed field – General Information (R)

This field contains special information about the physical characteristics in a coded form. The data elements in field 007 are positionally defined and the number of character positions in field 007 depends upon the code contained in 007/00. Generally, only character positions 00 and 01 are used in SCIS. For details of other character positions, see MARC 21.

Use multiple codes where appropriate if information may be useful for resource discovery. For example, an audiobook accessed via a website may be coded as 007 cr [remote electronic resource], and 007 sz (sound recording).

007–Map

<table>
<thead>
<tr>
<th>00</th>
<th>Category of material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a = Map</td>
</tr>
<tr>
<td>01</td>
<td>Specific material designation</td>
</tr>
<tr>
<td></td>
<td>d = Atlas</td>
</tr>
<tr>
<td></td>
<td>g = Diagram</td>
</tr>
<tr>
<td></td>
<td>j = Map</td>
</tr>
<tr>
<td></td>
<td>k = Profile</td>
</tr>
<tr>
<td></td>
<td>q = Model</td>
</tr>
<tr>
<td></td>
<td>r = Remote-sensing</td>
</tr>
<tr>
<td></td>
<td>s = Section</td>
</tr>
<tr>
<td></td>
<td>u= Unspecified</td>
</tr>
<tr>
<td></td>
<td>y = View</td>
</tr>
<tr>
<td></td>
<td>z = Other</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

007–Electronic resource

<table>
<thead>
<tr>
<th>00</th>
<th>Category of material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>c = Electronic resource</td>
</tr>
<tr>
<td>01</td>
<td>Specific material designation</td>
</tr>
<tr>
<td></td>
<td>a = Tape cartridge</td>
</tr>
<tr>
<td></td>
<td>b = Chip cartridge</td>
</tr>
<tr>
<td></td>
<td>c = Computer optical disc cartridge</td>
</tr>
<tr>
<td></td>
<td>d = Computer disc, type unspecified</td>
</tr>
<tr>
<td></td>
<td>e = Computer disc cartridge, type unspecified</td>
</tr>
</tbody>
</table>
f = Tape cassette
h = Tape reel
j = Magnetic disk (use for floppy disks)
k = Computer card
m = Magneto-optical disc
o = Optical disc (use for CD-ROMs)
r = Remote (use for Websites)
u = Unspecified
z = Other
| = No attempt to code

007–Globe
00 Category of material
d = Globe
01 Specific material designation
a = Celestial globe
b = Planetary or lunar globe
c = Terrestrial globe
e = Earth moon globe
u = Unspecified
z = Other
| = No attempt to code

007–Tactile material
00 Category of material
f = Tactile material
01 Special material designation
a – Moon
b - Braille
c - Combination
d - Tactile, with no writing system
u - Unspecified
z - Other
| = No attempt to code

007–Projected graphic
00 Category of material
g = Projected graphic
01 Specific material designation
c = Filmstrip cartridge
d = Filmslip
f = Filmstrip, type unspecified
o = Filmstrip roll
s = Slide
t = Transparency
u= Unspecified
z = Other
| = No attempt to code

007–Nonprojected graphic
00 Category of material
k = Nonprojected graphic

01 Specific material designation
  a = Activity card
  c = Collage
  d = Drawing
  e = Painting
  f = Photomechanical print
  g = Photonegative
  h = Photoprint
  i = Picture
  j = Print
  l = Technical drawing
  n = Chart
  o = Flash card
  p = Postcard
  q = Icon
  r = Radiograph
  s = Study print
  u = Unspecified
  v = Photograph, type unspecified
  z = Other
  | = No attempt to code

007–Motion picture

00 Category of material
  m = Motion picture
01 Specific material designation
  c = Film cartridge
  f = Film cassette
  o = Film roll
  r = Film reel
  u = Unspecified
  z = Other
  | = No attempt to code

007–Kit

00 Category of material
  o = Kit
01 Specific material designation
  u = Unspecified
  | = No attempt to code

007–Notated music

00 Category of material
  q = Notated music
01 Specific material designation
  u = Unspecified
  | = No attempt to code

007–Remote-sensing image

00 Category of material
r = Remote-sensing image

01 Specific material designation
u= Unspecified
| = No attempt to code

007–Sound recording

00 Category of material
s = Sound recording
01 Specific material designation
d = Sound disc
e = Cylinder
g = Sound cartridge
i = Sound-track film
q = Roll
s = Sound cassette
t = Sound-tape reel
u= Unspecified
w = Wire recording
z = Other
| = No attempt to code

007–Text

00 Category of material
t = Text
01 Special material designation
a = Regular print
b = Large print
c = Braille
d = Text in loose-leaf binder
u= Unspecified
z = Other
| = No attempt to code

007–Videorecording

00 Category of material
v = Videorecording
01 Special material designation
c = Videocartridge
d = Videodisc (use for DVD recordings)
f = Videocassette
r = Videoreel
u= Unspecified
z = Other
| = No attempt to code

007–Unspecified

00 Category of material
z = Unspecified
01 Special material designation
m=Multiple physical forms
u= Unspecified
z = Other
| = No attempt to code

008  Fixed-length data elements: All materials and Books (NR)

00–05  Date entered on file (all materials)
This date is system-generated and never changes.
YYMMDDD

06  Type of publication/release date (all materials)
Dates usually consists of four digits, eg 2015. When part of the date is unknown,
missing digits are represented by the character u, e.g. “[between 1900 and 1999]”
would be recorded as “19uu”.
s = Single known date/probable date
008/07–10 contain the date; 008/11–14 contain blanks

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>008/06</td>
<td>s</td>
</tr>
<tr>
<td>008/07-10</td>
<td>2015</td>
</tr>
<tr>
<td>008/07-10</td>
<td>####</td>
</tr>
</tbody>
</table>

264 #1 $a Sydney :$b Hachette, $c 2015.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>008/06</td>
<td>s</td>
</tr>
<tr>
<td>008/07-10</td>
<td>2012</td>
</tr>
<tr>
<td>008/07-10</td>
<td>####</td>
</tr>
</tbody>
</table>

264 1 $a New York :$b Beach Lane, $c [2012?]

c = Continuing resource currently published
The beginning date of publication is entered in 008/07–10. 008/11–14 contain the
characters 9999.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>008/06</td>
<td>c</td>
</tr>
<tr>
<td>008/07-10</td>
<td>2003</td>
</tr>
<tr>
<td>008/07-10</td>
<td>9999</td>
</tr>
</tbody>
</table>

264 #1 $a Melbourne :$b Agricultural Publishers, $c 2003-

d = Continuing resource ceased publication
008/07–10 contain the beginning date of publication; 008/11–14 contain the ending
date of publication.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>008/06</td>
<td>d</td>
</tr>
<tr>
<td>008/07-10</td>
<td>19uu</td>
</tr>
<tr>
<td>008/07-10</td>
<td>2001</td>
</tr>
</tbody>
</table>

362 1# $a Ceased with 2001 issue.
[Date of first issue is unknown.]

m = Multiple dates
008/07–10 and 008/11-14 contain the range of years of publication of a multipart
item. The beginning date of publication is entered in 008/07–10 and the final date in
008/11–14.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>008/06</td>
<td>m</td>
</tr>
<tr>
<td>008/07-10</td>
<td>1980</td>
</tr>
<tr>
<td>008/07-10</td>
<td>1981</td>
</tr>
</tbody>
</table>

q = Questionable date
The exact date for a single item is not known but a range of years can be specified. 008/07–10 contain the earliest possible date; 008/11–14 contain the latest possible date.

008/06  q
008/07-10  1996
008/07-10  2004
264 #1  $a [Sydney] : $b State Library of New South Wales, $c [between 1996 and 2004]

07–10  Date 1 (all materials)
11–14  Date 2 (all materials)
15–17  Place of publication (all materials)
As per MARC 21 Code List for Countries. SCIS uses codes for country level only, e.g. a work published in California is coded xxu for United States, not cau for California; a work published in London or Glasgow is coded xxk for Great Britain, not enk for England or stk for Scotland.

18–21  Illustration codes (books)
# = No illustrations
a = Illustrations
b = Maps
c - Portraits
d - Charts
e - Plans
f - Plates
g - Music
h - Facsimiles
i - Coats of arms
j - Genealogical tables
| = No attempt to code

22  Target audience (books)
# = Unknown or not specified (SCIS default)
a = Preschool
b = Primary
c = Pre-adolescent
d = Adolescent
e = Adult
f = Specialised
g = General
j = Juvenile
| = No attempt to code

23  Form of item (books)
| = No attempt to code
o = Online
q = Direct electronic
s = Electronic
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>24–27</td>
<td>Nature of contents (books)</td>
<td>c - Catalogs, d - Dictionaries, e - Encyclopedias, r - Directories, 6 - Comics/graphic novels</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Government publication (books)</td>
<td># = Not a government publication, f = Federal/national, s = State, l = Local</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Conference publication (books)</td>
<td>0 - Not a conference publication, 1 - Conference publication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Festschrift (books)</td>
<td>0 - Not a festschrift, 1 - Festschrift</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Index (books)</td>
<td>0 - No index, 1 - Index present</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Undefined (books)</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Literary form (books)</td>
<td>0 = Not Fiction, 1 = Fiction (not further specified), d = Drama, e = Essays, f = Novels, h = Humor, satire, etc., i = Letters, j = Short stories, m = Mixed forms, p = Poetry, s = Speeches, u = unknown</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Biography (books)</td>
<td># = No biographical material, a = Autobiography, b = Individual biography, c = Collective biography, d = Contains biographical information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
35–37  Language (all materials)
As per MARC 21 Code List for Languages

38  Modified record (all formats)
# = Not modified

39  Cataloguing source (all formats)
d = Other sources

008  Fixed-length data elements: Computer files

Note: undefined character positions are left blank.

22  Target audience (computer files)
# = Unknown or not specified (SCIS default)
a = Preschool
b = Primary
c = Pre-adolescent
d = Adolescent
e = Adult
f = Specialized
g = General
j = Juvenile
| = No attempt to code

23  Form of item (computer files)
# = Unknown or not specified)
o = Online
q = Direct electronic
| = No attempt to code

26  Type of computer file
a = Numeric data
b = Computer program
c = Representational
d = Document
e = Bibliographic data
f = Font
g = Game
h = Sound
i = Interactive multimedia
j = Online system or service
m = Combination
u = Unknown
z = Other
| = No attempt to code

28  Government publication (computer files)
#= Not a government publication
f = Federal/national
s = State
l = Local
| = No attempt to code
008 Fixed-length data elements: Maps
Note: undefined character positions are left blank.
25 Type of cartographic material (maps)
a = Single map
b = Map series
c = Map serial
d = Globe
e = Atlas
| = No attempt to code
28 Government publication (maps)
#= Not a government publication
f = Federal/national
s = State
l = Local
| = No attempt to code

008 Fixed-length data elements: Music
Note: undefined character positions are left blank.
18–19 Form of composition (music)
an Anthems
bd Ballads
bt Ballets
bg Bluegrass music
bl Blues
cn Canons and rounds
cnt Cantatas
cz Canzonas
cr Carols
csa Chaconnes
csc Chance compositions
cp Chansons, polyphonic
cct Chant, Christian
cbh Chants, Other religions
ccl Chorale preludes
cch Chorales
cgg Concerti grossi
cco Concertos
cy Country music
df Dance forms (Separate codes are defined for mazurkas, minuets, pavans, polonaises, and waltzes)
dv Divertimentos, serenades, cassations, divertissements, notturni
ft Fantasias
fm Folk music
fg Fugues
gm Gospel music
hy Hymns
jz Jazz
md Madrigals
mr Marches
18–19 Form of composition (music)
  ms Masses
  mz Mazurkas
  mi Minuets
  mo Motets
  mp Motion picture music
  mu Multiple forms
  mc Musical revues and comedies
  nc Nocturnes
  nn Not applicable
  op Operas
  or Oratorios
  ov Overtures
  pt Part
  ps Passacaglias
  pm Passion music
  pv Pavans
  po Polonaises
  pp Popular music
  pr Preludes
  pg Program music
  rg Ragtime music
  rq Requiems
  rp Rhapsodies
  ri Ricercars
  rc Rock music
  rd Rondos
  sn Sonatas
  sg Songs
  sd Square dance music
  st Studies and exercises
  su Suites
  sp Symphonic poems
  sy Symphonies
  tc Toccatas
  ts Trio
  uu Unknown
  vr Variations
  wz Waltzes
  zz Other
  || No attempt to code

20 Format of music
  a = Full score
  b = Full score, miniature or study size
  c = Accompaniment reduced for keyboard
  d = Voice score with accompaniment omitted
  e = Condensed score or piano-conductor score
  g = Close score
  h = Chorus score
  i = Condensed score
  j = Performer-conductor part
  k = Vocal score
  l = Score
m = Multiple score formats
n = Not applicable
u = Unknown
z = Other
| = No attempt to code

30–31 Literary text for sound recordings
# = Item is a musical sound recording
a = Autobiography
b = Biography
c = Conference proceedings
d = Drama
e = Essays
f = Fiction
g = Reporting
h = History
i = Instruction
j = Language instruction
k = Comedy
l = Lectures, speeches
m = Memoirs
n = Not applicable
o = Folktales
p = Poetry
r = Rehearsals
s = Sounds
t = Interviews
z = Other
| = No attempt to code

008 Fixed-length data elements: Visual materials

Note: undefined character positions are left blank.

18–20 Running time for motion pictures and videorecordings
000 = Running time exceeds three characters
001–999 = Running time
nnn = Not applicable
--- = Running time unknown
| = No attempt to code

28 Government publication (visual materials)
# = Not a government publication
f = Federal/national
s = State
l = Local
| = No attempt to code

33 Type of visual material
a = Art original
b = Kit
c = Art reproduction
d = Diorama
f = Filmstrip
g = Game
i = Picture
k = Graphic
l = Technical drawing
m = Motion picture
n = Chart
o = Flash card
p = Microscope slide
q = Model
r = Realia
s = Slide
t = Transparency
v = Videorecording
w = Toy
z = Other type of material
| = No attempt to code

008 Fixed-length data elements: Continuing resources

Note: undefined character positions are left blank.

18 Frequency
  # = No determinable frequency
  a = Annual
  b = Bimonthly
  c = Semiweekly
  d = Daily
  e = Biweekly
  f = Semiannual
  g = Biennial
  h = Triennial
  i = Three times a week
  j = Three times a month
  m = Monthly
  q = Quarterly
  s = Semimonthly
  t = Three times a month
  u = Unknown
  w = Weekly
  z = Other frequencies
  | = No attempt to code

19 Regularity
  n = Normalised irregular
  r = Regular
  x = Completely irregular
  u = Unknown
  | = No attempt to code

21 Type of continuing resource
  # = None of the following
  d = Updating database
  l = Updating loose-leaf
  m = Monographic series
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Government publication (continuing resources)</td>
<td># = Not a government publication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f = Federal/national</td>
</tr>
<tr>
<td></td>
<td></td>
<td>s = State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>l = Local</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Conference publication (continuing resources)</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Entry convention</td>
<td>0 = Successive entry</td>
</tr>
</tbody>
</table>

n = Newspaper  
p = Periodical  
w = Updating web site  
| = No attempt to code
6:C4  Number, code and call number fields

010   LC control number (NR)
Tag  010
Indicators  Undefined
Subfield codes  a
This field is optional.

Examples
010  ## $a ###93005753 (pre-2000 format)
010  ## $a ##2001045944 (2001- format)

Punctuation
010 does not end with a full stop.

020   ISBN (R)
Tag  020
Indicators  Undefined
Subfield codes  a, z

Examples
Valid ISBN  020 ## $a 1864015659
With invalid ISBN  020 ## $a 0312147449 $z 03120147449
ISBN-13  020 ## $a 9781843102045
ISBN-10  020 ## $a 1843102048

Punctuation
The ISBN in 020 contains no hyphens or spaces. It does not end with a full stop.

022   ISSN (R)
Tag  022
Indicators  First indicator  #
           Second indicator  Undefined
Subfield codes  a, y

Example
022  ## $a 0726-4127

Punctuation
The ISSN in 022 contains a hyphen. It does not end with a full stop.

024   Other Standard Number (R)
Tag  024
Indicators  First indicator  2 – International Standard Music Number (ISMN)
           3 – International Article Number (EAN)
           Second indicator  Undefined
Subfield codes  a, z
Use of this field for ISBN-13 was discontinued in Dec. 2006.

Example
ISMN-10  024 2# $a M001062350
ISMN-13  024 2# $a 9790271202340
Valid EAN  024 3# $a 9787538428926
028  Publisher number (R)
Tag 028
Indicators
First indicator 0, 1, 2, 3, 4, 5
Second indicator 0, 1, 2, 3
Subfield codes a,b

Examples
Issue number on sound recording
028 00 $a STMA 8007

Plate number on a score
028 20 $a B. & H. 8797

Publisher number on a videorecording
028 42 $a 94/178 $b Learning Media

Punctuation
028 does not end with a mark of punctuation unless the field ends in an abbreviation or with a mark of punctuation.

035  System control number (R)
Tag 035
Indicators Undefined
Subfield codes
a = System control number
9 = Previous system control number

This field appears on batch-loaded records and may be used to record the control number for records from external sources such as TLF learning objects, National Library of New Zealand, ClickView, Project Gutenberg.

Examples
035 ## $a L30
035 ## $a (ClickView)4774
035 ## $a (Nz)13319428

038  Record content licensor (NR)
Tag 038
Indicators Undefined
Subfield code
a = Record content licensor

Example
038 ## $a AU-MeESA
040  Cataloguing source (NR)

Tag 040
Indicators Undefined
Subfield codes a,e

Examples
040 ## $a AU-MeSCI $e rda $e sscde
040 ## $a N.S.W. $e rda $e sscde
040 ## $a NZSC $e rda $e sscde

Punctuation
040 does not end with a full stop unless the field ends with data that ends with an initialism or a mark of abbreviation.

041  Language codes (NR)

Contains MARC codes for languages associated with an item when the language code in field 008/35–37 of the record is insufficient to convey full information.

Tag 041
Indicators First indicator 0 – Item not a translation
1 – Item is or includes a translation
Second indicator # - MARC language code
Subfield codes a, b, h

Examples
041 1# $a eng $h ger
546 ## $a Translated from German.
041 0# $a eng $a jpn
546 ## $a Parallel text in English and Japanese.

Punctuation
041 does not end with a full stop.

047  Form of musical composition code (NR)

Contains codes that indicate the form of composition of printed and manuscript music and musical sound recordings when more than one code applies to the work (008/18–19, Form of composition, code mu).

Tag 047
Indicators First indicator # - Undefined
Second indicator # - MARC musical composition code
Subfield codes a

Example
047 ## $a sy $a wz

Punctuation
047 does not end with a full stop.
082   DDC number (R)
Tag     082
Indicators  First indicator  0 – Full edition
            1 – Abridged edition
Second indicator  4 – Assigned by agency other than LC
Subfield codes  a, b, 2

For works of non-fiction, the abridged edition precedes the full edition. For works of fiction, only the abridged edition is given.

Examples
082 14 $a 782.42 $b SON $2 a15
082  04 $a 782.42083 $b SON $2 23
082 14 $a F $b TWA $2 a15

Punctuation
082 does not end in a full stop.

6:C5 Main entry fields

100   Personal name (NR)
Tag     100
Indicators  First indicator  0 – Forename
            1 – Surname
            3 – Family name
Second indicator  Undefined
Subfield codes  a, b, c

Examples
100 0# $a Homer.
100 1# $a Cole, Joanna.
100 1# $a Lawrence, D.H.
100 0# $a John Paul $b II, $c Pope.
100 1# $a Day Lewis, C.
100 3# $a Grimm Brothers.

Punctuation
100 ends with a mark of punctuation or a closing parenthesis.
110 Corporate name (NR)

Tag 110
Indicators First indicator 1 – Jurisdiction name
                      2 – Name in direct order
Second indicator Undefined
Subfield codes a, b, c, d, n

Examples
110 1# $a New South Wales. $b Department of Education and Training.
110 2# $a Catholic Church. $b Vatican Council $n (2nd : $d 1962-1965)
110 2# $a Children’s Book Council of Australia. $b National Conference $n (6th : $d 2002 : $c Perth)

Punctuation
110 ends with a mark of punctuation or a closing parenthesis.

111 Meeting name (NR)

Meetings entered under the name of a corporate body are treated as corporate names. See example at 110.

Tag 111
Indicators First indicator 2 – Name in direct order
                      Second indicator Undefined
Subfield codes a, c, d, e, n

Examples
111 2# $a International Architecture Exhibition $n (6th : $d 1996 : $c Venice)
111 2# $a Olympic Games $d (1956 : $c Melbourne). $e Organizing Committee.
111 2# $a Education Week $d (1991)
111 2# $a First State ’88 $c (Darling Harbour, Sydney)

Punctuation
111 ends with a mark of punctuation or closing parenthesis.
130   Main entry – uniform title (NR)
A uniform title used as a main entry. (In RDA terminology, a work identified by a preferred title.)
Tag 130
Indicators First indicator 0
Second indicator Undefined
Subfield codes a, n, p
Subfields m, o, r, s may be used for music cataloguing

Examples
130 0# $a Bible. $p New Testament
245 14 $a The message : $b the New Testament in contemporary language …

130 0# $a Arabian nights
245 10 $a Ali Baba and the forty thieves. *(No reteller given)*

BUT
100 1# $a Chapman, Jean.
245 10 $a Ali Baba and the forty thieves / $c retold by Jean Chapman.
730 0# $a Arabian nights.

Punctuation
130 does not end in a mark of punctuation unless the last word is an abbreviation or initialism, or data ends with a mark of punctuation.
6: Title fields

240 Uniform title (NR)
A uniform title when the main entry contains a personal, corporate, or meeting name.

Tag 240
Indicators First indicator 1 – Printed or displayed
Second indicator 0
Subfield codes a, p
Subfields m, n, o, p, r, s may be used for music cataloguing

Examples
100 1# $a Shakespeare, William.
240 10 $a Taming of the shrew
245 10 $a William Shakespeare’s The taming of the shrew …

100 1# $a Elgar, Edward.
240 10 $a Concertos, $n op. 85, $r E minor
245 10 $a Cello concerto ; $b Sea pictures …

110 1# $a Australia.
240 10 $a Copyright Act 1968
245 10 $a Copyright regulations (amendment)

Punctuation
240 does not end in a mark of punctuation unless the last word is an abbreviation or initialism,
or data ends with a mark of punctuation.

245 Title statement (NR)

Tag 245
Indicators First indicator 0 – No added entry (use for title main entry)
1 – Added entry (use when there is a 1XX field)
Second indicator Nonfiling characters 0–9
Subfield codes a, b, c, h*, n, p

Examples
245 00 $a Gold 150: $b celebrating 150 years of Australian gold-rush history / $c project coordinator UOB Heather Mays …
245 00 $a Megan in motion.
245 14 $a Nga kupu whakamarama : $b Maori grammar / $c John Foster.
245 13 $a Te mura a Tangaroa / $c Mokena Potae Reedy ; na Samuel Sakaria nga pikitia.
245 00 $a Mathematics. $n Workbook 8, $p Teachers’ source book.
245 00 $a Why is grass green?
245 10 $a Pooh goes visiting ; $b and, Pooh and Piglet nearly catch a woozle / $c A.A. Milne ; illustrated by Ernest H. Shepard.
245 00 $a Catch the thief. $n Level 3.
245 10 $a Deutsch downunder. $n 1, $p Student CD / $c Andrew Ferguson, Alan Wittick.

* Field 245 subfield h contains the AACR2R general material designation (GMD). The GMD was used by SCIS until April 2017. For more information about the GMD, see Appendix D.
Punctuation

245 ends with a full stop (even after a closing parenthesis) unless the last word is an abbreviation or ends in a mark of punctuation.

246 Varying form of title (R)

A form of the title appearing on different parts of an item, or a portion of the title proper, or an alternative form of the title when the form differs significantly from the title contained in field 245. Use field 740 for the titles of related works, for example works in a collection.

Tag 246
Indicators First indicator 1 – Note, added entry
Second indicator 3 – Other title
Subfield codes a, b, n, p

Examples

245 10 $a Heinemann active guide to punctuation & spelling
246 13 $a Heinemann active guide to punctuation and spelling
246 13 $a Active guide to punctuation and spelling

500 ## $a Cover title: Primary school mathematics. 8. Teachers’ source book.
246 13 $a Primary school mathematics. $n 8, $p Teachers’ source book

500 ## $a Cover title: The amateur dramatics handbook: a practical guide.
246 13 $a Amateur dramatics handbook : $b a practical guide

Punctuation

246 does not end with a mark of punctuation unless the last word is an abbreviation, an initialism, or data ends with a mark of punctuation.

Initial articles are not recorded in field 246 unless the intent is to file on the article.

247 Former title (R)

Tag 247
Indicators First indicator 0, 1
Second indicator 0, 1
Subfield codes a, b, n, p

This field may be used for integrating resources catalogued under latest title. Use field 246 for title variations; field 780 for the former title of a serial.
6:C7 Edition, imprint, etc. fields

250 Edition (NR)

Tag 250
Indicators Undefined
Subfield codes a, b

Examples
250 ## $a 2nd edition. (edition is spelled out in the source)
250 ## $a 4th ed. / $b revised by J.G. Le Mesurier and E. Macintosh. (ed. is abbreviated in the source)

Punctuation
250 ends with a full stop.

254 Musical presentation statement (NR)

Tag 254
Indicators Undefined
Subfield codes a

Example
254 ## $a Full score.

Punctuation
254 ends with a full stop.

255 Cartographic mathematical data (R)

Tag 255
Indicators Undefined
Subfield codes a, b

Examples
255 ## $a Scale 1:90, 000.
255 ## $a Scale approximately 1:13,835,000. 1cm = 138 km 1 in. = 28 miles ; $b Chamberlin trimetric projection.

Punctuation
255 ends with a full stop.

260 Publication, distribution etc. (imprint) (NR)
The 260 field was used by SCIS until May 2017. For current cataloguing, use field 264.

Tag 260
Indicators First indicator # – Earliest available publisher
Second indicator Undefined
Subfield codes a, b, c
264 Production, publication, distribution, manufacture and copyright notice (R)

SCIS intends to implement field 264 instead of field 260 on 1 May 2017. Field 264 is similar to field 260 but makes a distinction between the functions of publication, distribution, manufacture and copyright. Most SCIS records record the function of publication.

Tag 264

Indicators
First indicator
# – Not applicable/No information provided/Earliest
2 – Intervening
3 – Current/Latest

Second indicator
0 – Production
1 – Publication

Subfield codes a, b, c

Examples
264 #1 $a New York, NY : $b Alan R. Liss, Inc., $c 2005-
264 #1 $a Sydney, NSW : $b HarperCollinsPublishers, $c 2013
264 #1 $a Melbourne : $b Penguin Group (Australia), $c 2013.
264 #1 $a [Australia] : $b Australian Broadcasting Corporation, $c [1999?]
264 #1 $a [Australia?] : $b [publisher not identified], $c [between 2010 and 2015?]
264 #0 $c [2003?]

Punctuation
264 ends with a mark of punctuation, a closing parenthesis, closing bracket, or a hyphen.

6:C8 Physical description, etc. fields

300 Physical description (NR)

Tag 300

Indicators Undefined

Subfield codes a, b, e

Examples
300 ## $a 2 CD-ROMs : $b colour.
300 ## $a iii, 43 pages : $b colour illustrations, music + $e 2 CDs.
300 ## $a 2 DVDs (147 min.) : $b sound, colour.
300 ## $a 1 e-book (44 pages) : $b PDF.
300 ## $a 1 app.

Punctuation
300 ends with a full stop unless another mark of punctuation or a closing parenthesis is present.
310  Current frequency (NR)
Tag  310
Indicators  Undefined
Subfield codes  a

*Example*
310  ##  $a Monthly

*Punctuation*
310 does not end with a mark of punctuation unless the last word is an abbreviation, an initialism, or data ends with a mark of punctuation.

336  Content type (R)
Tag  336
Indicators  Undefined
Subfield codes  a,2

*Examples*
336  ##  $a cartographic image $2 rdacontent
336  ##  $a text $2 rdacontent
336  ##  $a three-dimensional moving image $2 rdacontent

*Punctuation*
336 does not end with a full stop.

337  Media type (R)
Tag  337
Indicators  Undefined
Subfield codes  a,2

*Examples*
337  ##  $a audio $2 rdamedia
337  ##  $a computer $2 rdamedia
337  ##  $a unmediated $2 rdamedia
337  ##  $a video $2 rdamedia

*Punctuation*
337 does not end with a full stop.

338  Carrier type (R)
Tag  338
Indicators  Undefined
Subfield codes  a,2

*Examples*
338  ##  $a audio disc $2 rdacarrier
338  ##  $a online resource $2 rdacarrier
338  ##  $a volume $2 rdacarrier
338  ##  $a videodisc $2 rdacarrier

*Punctuation*
338 does not end with a full stop.
344    Sound characteristics (R)
344 is not yet used by SCIS.
Tag 344
Indicators Undefined
Subfield codes a, g,2

Example
344  ## $a digital $g stereo $2 rda

Punctuation
344 does not end with a full stop.

346    Video characteristics (R)
346 is not yet used by SCIS.
Tag 346
Indicators Undefined
Subfield codes a,b,2

Example
346  ## $a laser optical $b NTSC $2 rda

Punctuation
346 does not end with a full stop.

347    Digital file characteristics (R)
347 may be used as appropriate by SCIS.
Tag 347
Indicators Undefined
Subfield codes a,b,e,2

Examples
347  ## $a audio file $b CD audio $2 rda
347  ## $a text file $b PDF $2 rda
347  ## $a video file $b Blu-Ray $e region 4$2 rda

Punctuation
347 does not end with a full stop.

362    Dates of publication and/or sequential designation (R)
Tag 362
Indicators First indicator 0 – Formatted style
1 – Unformatted style (preferred by SCIS)
Second indicator Undefined
Subfield codes a

Examples
362  1# $a Began in 1968.
362  1# $a Began with vol. 1, no. 1 (April 2011)
362  1# $a Ceased with 2 (1964)

Punctuation
362 ends with a full stop unless the last word ends with another mark of punctuation.
6:C9  Series statement fields

490  Series statement (R)

A series statement for which the added entry is traced in one of the 800–830 fields in a form different from the form contained in field 490. Series statements are in the 490 field and series title added entries are in the 830 field.

Names and numbers of parts and sections of a title are not given separate subfields.

If the series statement has an initial article, this should be included in the 490. However no article should be included in the 830 and the second indicator should always be 0.

Tag  490
Indicators  First indicator  1 – Series traced
           Second indicator  Undefined
Subfield codes  a, v

Examples

490  1#  $a Jolly readers. Blue level. Inky Mouse and friends ; ‡v 6
830  #0  $a Jolly readers. ‡n Blue level, ‡p Inky Mouse and friends ; ‡v 6.

490  1#  $a Report ; $v no. 13
830  #0  $a Report (Australia. Industry Commission) ; $v 13.

490  1#  $a Papers and documents of the I.C.I. Series A ; $v no. 10
830  #0  $a Papers and documents of the I.C.I. $n Series A ; $v 10.

490  1#  $a The chronicles of Westria ; $v book 6
830  #0  $a Chronicles of Westria ; $v 6.

490  1#  $a Star shards trilogy ; $v [1]
830  #0  $a Star shards trilogy ; $v 1.

Punctuation

490 does not end with a mark of punctuation unless the last word is an abbreviation, an initialism, or data ends with a mark of punctuation.
6:C10  Note fields

500  General note (R)
Tag  500
Indicators  Undefined
Subfield codes  a

Examples
500  ## $a At head of title: N.S.W. Department of Education and Training.
500  ## $a Opera in 3 acts.
500  ## $a Title on container: Reader’s Digest guide to 101 Australian birds.

Punctuation
500 ends with a full stop unless another mark of punctuation is present.

501  With note (R)
Tag  501
Indicators  Indicators Undefined
Subfield codes  a

Example
501  ## $a With: Fred Fraction -- Supermaths -- Five in a row -- Find the dragon -- Apple darts -- Roman number fun.

505  Formatted contents note (R)
Tag  505
Indicators  First indicator 8 – No display constant generated
Second indicator  # – Basic
Subfield codes  a

Example
505  8# $a Contents: Ghosts -- The wild duck -- The master builder.
505  8# $a Contents include: Personal finance -- Mathematics in construction -- Land and time measurement -- The mathematics of chance and gambling -- Computing -- Elementary coastal navigation -- Space mathematics.

Punctuation
505 ends with a full stop when the field contains complete or partial contents, unless another mark of punctuation is present. If the field contains incomplete contents, no full stop is recorded.

508  Creation/production credits note (R)
Tag  508
Indicators  Undefined
Subfield codes  a

Example
508  ## $a Songs orchestrated and incidental music composed and conducted by Alfred Ralston.

Punctuation
508 ends with a full stop unless another mark of punctuation is present. Separate each different statement by a space semi-colon space.
511  Participant or performer note (R)

Tag  511
Indicators  First indicator  0 – No display constant generated
           Second indicator  Undefined
Subfield codes  a

Example(s)
511 0# $a Cast: Mel Gibson, Jodie Foster.
511 0# $a Presenter, Dick Beilby.
511 0# $a Presenter, Geraldine Doogue; narrator, Lucy Bell.

Punctuation
511 ends with a full stop unless another mark of punctuation is present.

520  Summary (R)

Tag  520
Indicators  First indicator  8 – No display constant generated
           Second indicator  Undefined
Subfield codes  a

Example
520 8# $a Summary: The site is a source of photographs of all aspects of weather and
gives details of the current weather for all states.

Punctuation
520 ends with a full stop unless another mark of punctuation is present.

521  Target audience note (R)

Tag  521
Indicators  First indicator  8 – No display constant generated
           Second indicator  Undefined
Subfield codes  a

Example(s)
521 8# $a Audience user level: Year 5; 6.
521 8# $a Rated: M.

Punctuation
521 ends with a full stop unless another mark of punctuation is present.
538  System details note (R)
Use only for videorecordings, sound recordings, electronic resources and websites.
Tag  538
Indicators  Undefined
Subfield codes  a

Examples
538  ##  $a System requirements: Video format: Real Player G2 plugin & connection speed 28.8k.
538  ##  $a System requirements: Audio format: Real Player G2 plugin & connection speed 14.4k.
538  ##  $a System requirements: Sound device.
538  ##  $a VHS.
538  ##  $a System requirements: PC; Windows XP; Adobe Reader 7; CD-ROM drive.
538  ##  $a System requirements: Macintosh; OS X; Adobe Reader 7; CD-ROM drive.

Punctuation
538 ends with a full stop unless another mark of punctuation is present.

546  Language note (R)
Tag  546
Indicators  Undefined
Subfield codes  a

Example
546  ##  $a Text in English, some Japanese text.

Punctuation
546 ends with a full stop unless another mark of punctuation is present.

547  Former title complexity note
Tag  547
Indicators  Undefined
Subfield codes  a
This field may be used for integrating resources catalogued under latest title; use 500 for notes of former titles of serials.
6:C11 Subject headings

600 Subject added entry – Personal name (R)

Tag 600
Indicators First indicator 0 – Forename
1 – Surname
3 – Family name
Second indicator 7
Subfield codes a, b, c, t, x, 2
Subfields m, n, o, p, r, s may be used for music cataloguing.

Examples
600 07 $a Napoleon $b I, $c Emperor of France. $2 scisshl
600 17 $a Austen, Jane. $t Pride and prejudice. $2 scisshl
600 37 $a Bronte family $x Fiction. $2 scisshl
600 07 $a Moses $c (Biblical figure) $2 scisshl

Punctuation
The subfield preceding subfield 2 in 600 ends with a mark of punctuation or a closing parenthesis. Subfield 2 does not end with a mark of punctuation.

The name portion of a name-title field ends with a mark of punctuation. The mark of punctuation is placed inside a closing quotation mark.

A name or title portion followed by a subject subdivision does not end with a mark of punctuation unless the title ends in an abbreviation, an initial or letter or open date.

610 Subject added entry – Corporate name (R)

Tag 610
Indicators First indicator 1 – Jurisdiction name
2 – Name in direct order
Second indicator 7
Subfield codes a, b, c, d, n, t, x, y, z, 2

Examples
610 27 $a Catholic Church $x History $y 1965- $2 scisshl
610 27 $a Anglican Church $z New Zealand $x Liturgy and ritual. $2 scisshl
610 27 $a Victorian Amateur Football Association. $2 scisshl
610 17 $a South Australia. $b Department of Lands $x History. $2 scisshl
610 27 $a Perth Wildcats (Basketball team) $2 scisshl
610 27 $a Children’s Book Council of Australia. $b National Conference $n (6th : $d 2002 : $c Perth) $2 scisshl

Punctuation
The subfield preceding subfield 2 in 610 ends with a mark of punctuation, an open date or a closing parenthesis. Subfield 2 does not end with a mark of punctuation.

A name or title portion followed by a subject subdivision does not end with a mark of punctuation unless the title ends in an abbreviation, an initial or letter or open date.
### 611 Subject added entry – Meeting name (R)

**Tag** 611  
**Indicators**  
First indicator: 2 – Name in direct order  
Second indicator: 7  
**Subfield codes** a, c, d, e, n, t, x, y, z, 2  

**Examples**  
611 27 $a$ Student Representative State Conference $d$ (1997 : $e$ Arcadia, N.S.W.) $2$ scisshl  
611 27 $a$ National Black Playwrights Conference $n$ (1st : $d$ 1987) $2$ scisshl  
611 27 $a$ Olympic Games $d$ (2000 : $e$ Sydney) $x$ Poetry. $2$ scisshl  

**Punctuation**  
The subfield preceding subfield 2 in 611 ends with a mark of punctuation or a closing parenthesis. Subfield 2 does not end with a mark of punctuation.  

The name portion of a name-title headings ends with a mark of punctuation. The mark of punctuation is placed inside a closing quotation mark unless a mark of punctuation is already present.  

A name or title portion followed by a subject subdivision does not end with a mark of punctuation unless the title ends in an abbreviation, an initial or letter or open date.

### 630 Uniform title subject heading (R)

**Tag** 630  
**Indicators**  
First indicator: 0  
Second indicator: 7  
**Subfield codes** a, n, p, x, y, z, 2  
Subfields m, o, r, s may be used for music cataloguing.  

**Examples**  
630 07 $a$ Star trek (Television program) $2$ scisshl  
630 07 $a$ Bible. $p$ Corinthians $x$ Commentaries. $2$ scisshl  
630 07 $a$ QuarkXPress (Computer program) $2$ scisshl  
630 07 $a$ Qur’an $x$ Criticism, interpretation, etc. $2$ scisshl  

**Punctuation**  
The subfield preceding subfield 2 in 630 ends with a mark of punctuation or a closing parenthesis. Subfield 2 does not end with a mark of punctuation. A uniform title followed by a subject subdivision does not end with a mark of punctuation unless the title ends with an abbreviation or an initialism.
650  Topical subject heading (R)

Tag  
Indicators  First indicator  # – No information provided  
          0 – No level specified  
          1 – Primary  
          2 – Secondary  

Second indicator  7  

Subfield codes  a, x, y, z, 2 (scisshl)  
                a, 2 (scot)  

Examples
650  #7  $a Education $z Australia. $2 scisshl  
650  #7  $a Love stories. $2 scot  
650  #7  $a Persian language $x Dictionaries $x English. $2 scisshl  
650  #7  $a Architecture, Modern $y 19th century. $2 scisshl  
650  #7  $a Bioethics. $2 scot  

Punctuation
The subfield preceding subfield 2 in 650 ends with a mark of punctuation or a closing parenthesis. Subfield 2 does not end with a mark of punctuation. A topical term followed by a subject subdivision does not end with a mark of punctuation unless the main term portion ends with an abbreviation, initial/letter, or open date.

651  Geographic subject heading (R)

Tag  
Indicators  First indicator  Undefined  

Second indicator  7  

Subfield codes  a, x, y, z, 2 (scisshl)  
                a, 2 (scot)  

Examples
651  #7  $a Australia $x Social life and customs $y 1788-1851 $x Fiction. $2 scisshl  
651  #7  $a Pompeii (Extinct city) $2 scisshl  
651  #7  $a Moon. $2 scot  

Punctuation
The subfield preceding subfield 2 in 651 ends with a mark of punctuation or a closing parenthesis. Subfield 2 does not end with a mark of punctuation. A geographic term followed by a subject subdivision does not end with a mark of punctuation unless the main term portion ends with an abbreviation, initial/letter, or open date.

653  Index term -- Uncontrolled (NR)

Tag  
Indicators  First indicator  # – No information provided  

Second indicator  Undefined  

Subfield codes  a  

Examples
653  ##  $a Lost and found $a Easter eggs  
653  ##  $a Iron (Household appliance) $a Problems, exercises, etc.  

Punctuation
Subfield a does not end with a mark of punctuation unless the data ends with a mark of punctuation or a closing parenthesis.
**655 Index term – Genre/Form (R)**

SCIS commenced using the 655 tag for fiction genres on 1 April 2017. The 655 tag is also available as an output option for SCISWeb customers.

**Tag** 655  
**Indicators**  
First indicator # – Basic  
Second indicator Thesaurus  
**Subfield codes** a,2

**Examples**

655 #7 $a Stories in rhyme. $2 scisshl  
655 #7 $a Alternative histories (Fiction) $2 scisshl  
655 #7 $a Gothic fiction. $2 scot

**Punctuation**

The subfield preceding subfield 2 in 655 ends with a mark of punctuation or a closing parenthesis. Subfield 2 does not end with a mark of punctuation.

---

**6:C12 Added entries**

**700 Added entry – Personal name (R)**

**Tag** 700  
**Indicators**  
First indicator 0 – Forename  
1 – Surname  
3 – Family name  
Second indicator # – No information provided  
2 – Analytical entry  
**Subfield codes** a, b, c, t  
Subfields m, n, o, p, r, s may be used for music cataloguing.

**Examples**

700 12 $a Shakespeare, William. $t Hamlet.  
700 0# $a John Paul $b II, $c Pope.  
700 1# $a Snyder, P.B.  
700 12 $a Beethoven, Ludwig van. $t Concertos, $m violin, orchestra, $n op. 61, $r D major.

**Punctuation**

700 ends with a mark of punctuation or a closing parenthesis.

The name portion of a name/title field ends with a mark of punctuation. The mark of punctuation is placed inside a closing quotation mark.
710 Added entry – Corporate name (R)

Tag 710
Indicators First indicator 1 – Jurisdiction name
2 – Name in direct order
Second indicator # – No information provided
2 – Analytical entry

Subfield codes a, b, c, d, n, t

Examples
710 1# $a Australia. $t Copyright Act 1968.
710 2# $a Queensland Coal Board.
710 1# $a Queensland. $b Criminal Justice Commission.
710 2# $a Children’s Book Council of Australia. $b National Conference $n (6th : $d 2002 : $c Perth)

Punctuation
The last field ends with a mark of punctuation or a closing parenthesis. The name portion of a name/subordinate body or name-title heading ends with a mark of punctuation. The mark of punctuation is placed inside a closing quotation mark.

711 Added entry – Meeting name (R)

Tag 711
Indicators First indicator 2 – Name in direct order
Second indicator # – No information provided
2 – Analytical entry

Subfield codes a, c, d, e, n, t

Example
711 2# $a Commonwealth and International Conference on Sport, Physical Education, Recreation and Dance $n (7th : $d 1982 : $c Brisbane)

Punctuation
711 ends with a mark of punctuation or closing parenthesis. The name portion of a name/title heading ends with a mark of punctuation. The mark of punctuation is place inside a closing quotation mark unless a mark of punctuation is already present.

730 Added entry – Uniform title (R)

Tag 730
Indicator First indicator 0
Second indicator # – No information provided
2 – Analytical entry

Subfield codes a, n, p

Subfields m, o, r, s may be used for music cataloguing.

Example
730 0# $a Bible. $p Samuel.

Punctuation
730 field ends with a mark of punctuation or a closing parenthesis.
740  Added entry – Uncontrolled related/analytical title (R)

Contains related or analytical titles that are not controlled through the authority file. Use tag 246 for titles that are variants of the title proper.

Tag 740
Indicator  
First indicator 0
Second indicator 
# – No information provided
  2 – Analytical entry

Subfield codes a, n, p

Examples
100 1# $a Conrad, Joseph.
245 10 $a Three short novels …
740 02 $a Heart of darkness.
740 02 $a Youth.
740 02 $a Typhoon.

Punctuation
740 field ends with a mark of punctuation or a closing parenthesis.

6:C13  Linking entries (Serials)

780  Preceding entry (R)

Tag 780
Indicator  
First indicator 1 – Do not display note
  0 – Continues
  1 – Continues in part
  4 – Formed by the union of … and …
  5 – Absorbed
  6 – Absorbed in part
  7 – Separated from
Second indicator

Subfield codes a, t, g, x

Examples
500 ### $a Continues: Australian natural history.
780 10 $t Australian natural history

Punctuation
780 does not end with a mark of punctuation unless the last word is an abbreviation, an initialism, or data ends with a mark of punctuation.
785  Succeeding entry (R)

Tag 785
Indicators First indicator 1 – Do not display note
Second indicator
0 – Continued by
1 – Continued in part by
4 – Absorbed by
5 – Absorbed in part by
6 – Split into ... and ...
7 – Merged with ... to form ...

Subfield codes a, t, g, x

Examples
500 ## $a Continued by: Nature Australia.
785 10 $t Nature Australia

Punctuation
785 does not end with a mark of punctuation unless the last word is an abbreviation, an initialism, or data ends with a mark of punctuation.

6:C14 Series added entries

800  Series added entry – Personal name (R)

From 2002-2010, SCIS cataloguers traced all series in the 440 field. From 2010, series statements are in the 490 field and series title added entries are in the 830 field.

Tag 800
Indicators First indicator 0 – Forename
1 – Surname
3 – Family name
Second indicator Undefined

Subfield codes a, b, c, t, v

Examples
800 1# $a Asimov, Isaac. $t Library of the universe.
800 1# $a Brecht, Bertolt. $t Collected plays ; $v 5, 1.

Punctuation
The 800 field ends with a mark of punctuation or a closing parenthesis.
810  Series added entry – Corporate name (R)

From 2002-2010, SCIS cataloguers traced all series in the 440 field. From 2010, series statements are in the 490 field and series title added entries are in the 830 field.

Tag 810

Indicators First indicator 1 – Jurisdiction name
2 – Name in direct order

Second indicator Undefined

Subfield codes a, b, c, d, n, t, v

Examples
810 2# Australian Institute of Family Studies. $t Working paper ; $v 10.

Punctuation
The 810 field ends with a mark of punctuation or a closing parenthesis.
This field is not usually used in AACR2R or RDA catalogue records.

830  Series added entry – Uniform title (R)

From 2010, series statements are in the 490 field and series title added entries are in the 830 field.

If the series statement has an initial article, this should not be included in the 830. The second indicator should always be 0.

Tag 830

Indicators First indicator Undefined

Second indicator 0 – No nonfiling characters

Subfield codes a, n, p, v

Examples
490 1# $a Bulletin ; $v no. 4
830 #0 $a Bulletin (Australia. Bureau of Rural Resources) ; $v 4.

500 ## $a Issued in the ClickView digital video library term 1, 2010 update for secondary schools.
830 #0 $a ClickView digital video library. $p Secondary. $n 2010, term 1.

490 1# $a Jolly readers. Blue level. Inky Mouse and friends ; $v 6
830 #0 $a Jolly readers. $n Blue level, $p Inky Mouse and friends ; $v. 6.

490 1# $a The chronicles of Westria ; $v book 6
830 #0 $a Chronicles of Westria ; $v 6.

490 1# $a The adventures of Merlin. The official guide
830 #0 $a Adventures of Merlin. $p Official guide.

Punctuation
The 830 field ends with a mark of punctuation or a closing parenthesis.
### 6:C15 Electronic location and access

**856 Electronic location and access (R)**

<table>
<thead>
<tr>
<th>Tag</th>
<th>Indicators</th>
<th>First indicator</th>
<th>Access method</th>
</tr>
</thead>
<tbody>
<tr>
<td>856</td>
<td># – No information provided</td>
<td>4 – HTTP</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tag</th>
<th>Indicators</th>
<th>Second indicator</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>856</td>
<td># – No information provided</td>
<td>0 – Resource</td>
<td></td>
</tr>
<tr>
<td>856</td>
<td>1 – Version of resource</td>
<td></td>
<td></td>
</tr>
<tr>
<td>856</td>
<td>2 – Related resource</td>
<td></td>
<td></td>
</tr>
<tr>
<td>856</td>
<td>8 – No display constant generated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subfield codes** u, z, 3

**Examples**

245 00 $a Lina und Leo
245 04 $a Biography
856 40 $u http://www.goethe.de/z/50/linaleo/start2.htm
856 42 $u http://resolver.thelearningfederation.edu.au/rft_id=10257/5827790&req.service=viewdetails $z Choose access registered by your jurisdiction
856 42 $3 Accompanying website $u http://www.abc.net.au/beasts/
6:C16 Local fields

039 Cataloguer's note (R)

This field is used by SCIS cataloguers to identify catalogue record problems or to express certain information which is useful to SCIS cataloguing staff.
Tag 039
Indicators Undefined
Subfield codes a = Cataloguer’s note

Examples
039 ## $a Overdrive title, 08/04/2015.

503 Notes relating to edition or bibliographic history
Tag 503
Indicators Undefined
Subfield codes a
This field is not used in current cataloguing; use 500.

590 Local note
Tag 590
Indicators Undefined
Subfield codes a
This field is not used in current cataloguing; use 500.

591 Form of composition
Tag 591
Indicators Undefined
Subfield codes a
This field is not used in current cataloguing; use 500.

592 Title note
Tag 592
Indicators Undefined
Subfield codes a
This field is not used in current cataloguing; use 500.

593 Statement of responsibility note
Tag 593
Indicators Undefined
Subfield codes a
This field is not used in current cataloguing; use 500.

594 Local note
Tag 594
Indicators Undefined
Subfield codes a
This field is not used in current cataloguing; use 500.
595    Language note
Tag 595
Indicators Undefined
Subfield codes a
This field is not used in current cataloguing; use 546.

596    Local note
Tag 596
Indicators Undefined
Subfield codes a
This field is not used in current cataloguing; use 500.

597    Local note
Tag 597
Indicators Undefined
Subfield codes a
This field is not used in current cataloguing; use 500.

598    Local note
Tag 598
Indicators Undefined
Subfield codes a
This field is not used in current cataloguing; use 500.

599    Abstract
Tag 599
First indicator #,0-9
Second indicator #,0-9
Subfield codes a-z
This field is not used in current cataloguing; use 520.

999    Abstract
Tag 999
Indicators Undefined
Subfield codes a, b
This field is not used in current cataloguing; use 520.
6:D FULL RECORD EXAMPLES

6:D1a Monograph

000 01005cam a2200313 i 4500
001 1015925
005 20070717131053.0
007 ta
008 000803s2000 xxxac 000 0 eng d
020 __ a 1855329603
035 __ a (AU-MeSCI)1015925
040 __ a AU-MeSCI |e rda |e sscde
082 14 |a 940.4 |b FRA |2 a15
082 04 |a 940.44 |b FRA |2 23
100 1_ |a Franks, Norman.
245 10 |a Albatros aces of World War I / |c Norman Franks.
300 __ |a 96 pages : |b illustrations (some colour), portraits.
336 __ |a text |2 rdacontent
337 __ |a unmediated |2 rdamedia
338 __ |a volume |2 rdacarrier
490 1_ |a Osprey aircraft of the aces ; |v 32
520 8_ |a Summary: The Albatros family of fighters were amongst the most effective aircraft employed by the Idflieg (Imperial German Air Service) for much of World War 1, with the D.III and D.Va being flown by most of the 363 pilots who qualified as aces at some point in their often brief careers. The Albatros was the scourge of the RFC on the Western Front in 1916-17, with pilots of the calibre of von Richthofen, Boelke and Schleich cutting swathes through their opponents. Well over 4000 Albatros scouts were built between 1916 and 1918, and they were also extensively used by the Austro-Hungarians against Russian, Italian and British aircraft until war’s end. (Publisher)
610 17 |a Germany. |b Air Force |x History. |2 scisslh
650 _7 |a World War, 1914-1918 |x Air operations. |2 scisslh
650 _7 |a Aeronautics, Military |x History. |2 scisslh
650 _7 |a Albatros (Aeroplane) |2 scisslh
650 _7 |a Fighter planes |x History. |2 scisslh
650 _7 |a Air pilots |x Biography. |2 scisslh
650 _7 |a Military aircraft. |2 scot
650 _7 |a Air pilots. |2 scot
650 _7 |a World wars. |2 scot
830 _0 |a Osprey aircraft of the aces ; |v 32.
**6:D1b Monograph**

| 000 | 00741cam a2200241 i 4500 |
| 001 | 1394505 |
| 005 | 20110112160652.0 |
| 007 | ta |
| 008 | 081209s2008 xxka 000 0 eng d |
| 020 | ____ |a 9781844140534 |
| 040 | ____ |a AU-MeSCI |e rda |e ssce |
| 082 | 14 |a F |b WER |2 a15 |
| 100 | 1. |a Wernham, Sara. |
| 245 | 10 |a Beach rescue / |c Sara Wernham, text ; Lib Stephen, illustrations. |
| 264 | _1 |a Chigwell : |b Jolly Learning, |c 2008. |
| 300 | ____ |a 16 pages : |b colour illustrations. |
| 336 | ____ |a text |2 rdacontent |
| 337 | ____ |a unmediated |2 rdamedia |
| 338 | ____ |a volume |2 rdacarrier |
| 490 | 1. |a Jolly readers. Blue level. Inky Mouse and friends ; |v 6 |
| 500 | ____ |a Title from cover. |
| 520 | 8. |a Summary: Inky mouse and friends perform a rescue at the beach. |
| 650 | _7 |a Beaches |x Fiction. |2 scisshl |
| 650 | _7 |a Beaches. |2 scot |
| 650 | _7 |a Fiction. |2 scot |
| 700 | 1. |a Stephen, Lib. |
| 830 | _0 |a Jolly readers. |n Blue level, |p Inky Mouse and friends ; |v 6. |
International education update: a newsletter for New Zealand providers of international education / produced by the Ministry of Education.

Summary: Contains articles for teachers of international education in New Zealand.
6:D3 Printed music

|000| 00626ccm a2200217 i 4500 |
|001| 1323768 |
|005| 20070717134237.0 |
|007| q |
|008| 070618s2005 xxu||| nn eng d |
|035| [a (AU-MeSCI)]1323768 |
|040| [a AU-MeSCI] e rda | e sscde |
|082| 14 |a 782.5 |b BEC |2 a15 |
|082| 04 |a 782.542 |b BEC |2 23 |
|100| 1_ |a Beck, Andy. |
|245| 14 |a The cuckoo clock duet / |c [words and music by] Andy Beck. |
|300| ___ |a 1 score (12 pages) |
|336| ___ |a notated music |2 rdacontent |
|337| ___ |a unmediated |2 rdamedia |
|338| ___ |a volume |2 rdacarrier |
|490| 1_ |a Alfred choral designs. Level 2, 2-part with piano |
|520| 8_ |a Summary: Two cuckoo clock friends become too lonely to sing when one of them is purchased by the Fruggenheim family in this original Austrian story song. When the shoppe keeper soloist explains how to repair the damage, the Fruggenhiems don't hesitate to invest in a happy ending! The Cuckoo Clock Duet has a bouncy style, with whimsical words, and echoed "cuckoos". |
|650| 7_ |a Choral music. |2 scisshl |
|650| 7_ |a Songs. |2 scisshl |
|650| 7_ |a Choral music. |2 scot |
|650| 7_ |a Songs. |2 scot |
|830| 0_ |a Alfred choral designs. |in Level 2, |p 2-part with piano. |
6:D4 Cartographic material

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<td>04 [a 912.9452 [b BER [2 23</td>
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<td>245</td>
<td>00 [a Berwick / [c prepared by Geographic Resource Group, OGDC at the State Data Centre, Ballarat, for the Geography Teachers' Association of Victoria.</td>
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<td>255</td>
<td>[a Scale 1:25,000.</td>
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<td>256</td>
<td>1 [a Ballarat, Victoria ; [b Geographic Resource Group, [c 1996.</td>
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<tr>
<td>300</td>
<td>[a 1 map : [b colour, plastic.</td>
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<td>336</td>
<td>[a cartographic image [2 rdacontent</td>
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<td>[a unmediated [2 rdamedia</td>
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<td>338</td>
<td>[a sheet [2 rdacarrier</td>
</tr>
<tr>
<td>490</td>
<td>1 [a Topographic map extracts ; [v 1</td>
</tr>
<tr>
<td>500</td>
<td>[a Includes inset of aerial photograph of the area.</td>
</tr>
<tr>
<td>520</td>
<td>8 [a Summary: Contour map of Berwick with aerial photograph.</td>
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<tr>
<td>650</td>
<td>7 [a Contour maps ; [2 scot</td>
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<tr>
<td>651</td>
<td>7 [a Berwick (Vic.) [x Maps ; [2 scissh</td>
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<tr>
<td>710</td>
<td>2 [a State Data Centre (Ballarat, Vic.); [b Geographic Resource Group.</td>
</tr>
<tr>
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<td>0 [a Topographic map extracts ; [v 1.</td>
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6:D5  Video file

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001 1601690
005 20130321125005.0
007 vz czaljj
008 130321s2013 at 015 |ov|eng d
035 __|a (AU-MeSCI)1601690
040 __|a AU-MeSCI |e rda |e sscode
082 14|a 305.23 |b ACT |2 a15
082 04|a 305.23 |b ACT |2 23
245 00|a Active kids.
264 _1|a [Sydney?] |b ABC, |c 2013.
300 __|a 1 online resource (video file : 15 min.) : |b MPEG-4.
336 __|a two-dimensional moving image |2 rdacomment
337 __|a computer |2 rdamedia
338 __|a online resource |2 rdacarrier
490 _1|a Behind the news specials
490 _1|a BTN special
500 __|a Title from Education TV program guide.
511 0_|a Presented by Nathan Bazley.
520 _8|a Summary: As the title suggests, in this BTN Special we take a look at 'active kids' from all
walks of life. From outback kids to urban hip-hop dancers we see the many ways kids
participate in life for their own good and the good of others. There's the kids who give up their
school holidays to clean up a stretch of the outback to the kid who's training to be a champion
walker. (From Behind the news website)
538 __|a System requirements: Digital video delivery software.
650 _7|a Children in Australia. |2 scisshl
650 _7|a Personal development. |2 scisshl
650 _7|a Conduct of life. |2 scisshl
650 _7|a Citizenship. |2 scisshl
650 _7|a Social action. |2 scisshl
650 _7|a Active citizenship. |2 scot
650 _7|a Civic responsibility. |2 scot
650 _7|a Personal development. |2 scot
650 _7|a Codes of conduct. |2 scot
650 _7|a Children. |2 scot
700 1_|a Bazley, Nathan.
830 _0|a Behind the news specials.
830 _0|a BTN special.
6:000 01369cgm a2200325 i 4500
001 1317101
005 20070718105225.0
007 vd|cva||
008 070502s2006 at 090 | y|eng d
035 __ |a (AU-MeSCI)1317101
040 __ |a AU-MeSCI |e rda |e sscode
082 14 |a F |b FOO |2 a15
245 00 |a Footy legends / |c directed by Khoa Do ; produced by Megan McMurchy.
250 __ |a Special edition.
264 _1 |a [Darlinghurst, N.S.W.] : |b Icon Film Distribution, |c 2006.
300 __ |a 1 DVD (90 min.) : |b sound, colour.
336 __ |a two-dimensional moving image |2 rdacontent
337 __ |a video |2 rdamedia
338 __ |a videodisc |2 rdacarrier
511 0_ |a Starring Anh Do, Matthew Johns, Peter Phelps and Claudia Karvan.
520 8_ |a Summary: Set in Sydney’s western suburbs, Footy legends tells the story of Luc Vu, a young
man obsessed with Rugby League football. Luc is out of work and when welfare authorities
threaten to take his little sister way, he reunites his old high school football team in the hope of
winning a competition that could change their lives. (From Icon Film website)
521 8_ |a Rated: PG.
650 _7 |a Rugby League |x Fiction. |2 scisshl
650 _7 |a Unemployment |x Fiction. |2 scisshl
650 _7 |a Comedy films. |2 scisshl
650 _7 |a Rugby league. |2 scot
650 _7 |a Unemployment. |2 scot
650 _7 |a Films. |2 scot
650 _7 |a Fiction. |2 scot
655 _7 |a Australian stories. |2 scisshl
655 _7 |a Australian literature. |2 scot
700 1_ |a Do, Khoa.
700 1_ |a McMurchy, Megan.
700 1_ |a Do, Anh.

SCIS Standards for Cataloguing and Data Entry, September 2019
6:D7 Musical sound recording

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| 040 | [a AU-MeSCI |e rda |e sscde |
| 082 | 14 |a 782.420994 |b AUS |2 a15 |
| 082 | 04 |a 782.420994 |b AUS |2 23 |
| 245 | 00 |a Australia '98 |c executive producer, J. McLaren. |
| 300 | __ |a 1 CD (42 min.) : |b digital, stereo + |e 1 lyric sheet + 1 score (10 pages) |
| 336 | __ |a performed music |2 rdacontent |
| 336 | __ |a text |2 rdacontent |
| 336 | __ |a notated music |2 rdacontent |
| 337 | __ |a audio |2 rdamedia |
| 337 | __ |a unmediated |2 rdamedia |
| 338 | __ |a audio disc |2 rdacarrier |
| 338 | __ |a sheet |2 rdacarrier |
| 338 | __ |a volume |2 rdacarrier |
| 505 8_ |a Contents: Along the road to Gundagai -- Botany Bay -- Click go the shears -- Give me a home among the gum trees -- I still call Australia home -- Tie me kangaroo down sport -- Waltzing Matilda -- Wild colonial boy. |
| 520 8_ |a Summary: Collection of Australian folk and popular songs. |
| 650 _7 |a Songs, Australian. |2 scisshl |
| 650 _7 |a Australian art. |2 scot |
| 650 _7 |a Songs. |2 scot |
| 700 1_ |a McLaren, J. |
| 000 | 02221cim a2200481 i 4500 |
| 001 | 1609663 |
| 005 | 20170607115530.0 |
| 007 | cr|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|||a|
Alternative spelling poster and alphabet poster.

Summary: Colourful presentation of alphabet and spelling conventions.
6:D10  Electronic resource (CD-ROM)

000 01229cmm a2200313 i 4500
001 1029321
005 20070717165240.0
007 co c[a]||||||||
008 001129s2000 xxu u eng d
035 __ |a 1029321
035 __ |a (N.S.W.)1029321
040 __ |a N.S.W. |e rda |e sscode
082 14 |a 371.33 |b BLA |2 a15
082 04 |a 371.334 |b BLA |2 23
245 00 |a Blaster's virtual classroom.
246 13 |a Virtual classroom
250 __ |a Version 1.0c.
264 1 |a Torrance, California : |b Knowledge Adventure, |c 2000.
300 __ |a 1 CD-ROM : |b sound, colour.
336 __ |a two-dimensional moving image |2 rdacontent
337 __ |a computer |2 rdamedia
336 __ |a computer disc |2 rdacarrier
490 1 _ |a Blaster learning series
520 8 _ |a Summary: Interactive games allow children to explore fantastic works based on numbers and equations.
538 __ |a System requirements: PC Pentium 133MHz; 32MB RAM; Windows 98/95; 16 bit colour;
538 __ |a Internet browser; 56K modem; Internet service provider; 12xCD-ROM.
538 __ |a System requirements: Macintosh; 12MB free hard disk space; System 7.6.1; 16 bit colour;
538 __ |a Internet browser; 56K modem; Internet service provider; 12xCD-ROM.
650 _7 |a Arithmetic |x Problems, exercises, etc. |2 scisshl
650 _7 |a Computer games, |2 scisshl
650 _7 |a Educational games, |2 scisshl
650 _7 |a Reading |x Problems, exercises, etc. |2 scisshl
650 _7 |a Number operations, |2 scot
650 _7 |a Reading, |2 scot
650 _7 |a Computer games, |2 scot
650 _7 |a Educational games, |2 scot
830 _0 |a Blaster learning series.
6:D11 Kit

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001 1322306
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007 ou
008 070607s2007 nz nnn | | bneng d
020 __ |a 9781877421556
035 __ |a (AU-MeSCI)1322306
040 __ |a AU-MeSCI |e rda |e ssced
082 14 |a 808.5 |b SPE |2 a15
082 04 |a 808.545 |b SPE |2 23
245 00 |a Speak out reader’s theatre. |n Set 6.
246 13 |a Speak out. |n Set 6
250 __ |a Australian edition.
264 _1 |a Wellington : |b South Pacific Press, |c 2007.
300 __ |a 6 identical copies of 8 student readers, 1 teacher’s guide, 1 audio CD.
336 __ |a spoken word |a text |2 rdcontent
337 __ |a audio |a unmediated |2 rdamedia
338 __ |a audio disc |a volume |2 rdacarrier
505 8_ |a Reader titles: A great day for a ride / by Dianna Noonan -- A Victorian school / by Meryl-Lynn Pluck -- Crossing the continent / by Philippa Werry -- In the death zone / by Bill O’Brien -- King Midas and the golden touch / by Meryl-Lynn Pluck -- Out of order / by Karen Phelps -- The man and his donkey / by Susan Battye -- Win a holiday / by Ali Everts.
520 8_ |a Summary: Eight oral scripts for students to perform to an audience as a group reading presentation. Students rely on their voices, rather than on acting, costumes and props for a successful presentation. (Publisher)
650 _7 |a Drama in education. |2 scissl
650 _7 |a Oral reading |x Study and teaching. |2 scissl
650 _7 |a One act plays. |2 scissl
650 _7 |a New Zealand drama. |2 scissl
650 _7 |a Readers’ theatre. |2 scot
650 _7 |a One act plays. |2 scot
650 _7 |a Drama (Arts) |2 scot
650 _7 |a Spoken texts. |2 scot
650 _7 |a Drama (Literature) |2 scot
650 _7 |a New Zealand literature. |2 scot
FoodSwitch.

Summary: The FoodSwitch mobile App empowers consumers to make better food choices by providing simple health information on a scanned product and suggesting healthier alternatives to 'switch' to.

System requirements: Compatible with iPhone 3GS, iPhone 4, iPhone 4S, iPad 1 2 & iPad (3rd generation) or Android 2 devices running versions 2.1, 2.2, 2.3.x, or 4.0.x.
### 6:D13 Toy

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<tr>
<td>650</td>
<td>_2 [a Grandparents.</td>
</tr>
</tbody>
</table>
### 6:D14 Game

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>00882CRM a2200301 a 450</td>
</tr>
<tr>
<td>001</td>
<td>1324535</td>
</tr>
<tr>
<td>005</td>
<td>20070718103355.0</td>
</tr>
<tr>
<td>007</td>
<td>ZZ</td>
</tr>
<tr>
<td>008</td>
<td>070621s2007 ii nnn</td>
</tr>
<tr>
<td>035</td>
<td>[a] (AU-MeSCI)1324535</td>
</tr>
<tr>
<td>040</td>
<td>[a] AU-MeSCI [e] rda [e] sscde</td>
</tr>
<tr>
<td>245</td>
<td>00 [a] Fun with phonics :</td>
</tr>
<tr>
<td>246</td>
<td>13 [a] Vowel match ups!</td>
</tr>
<tr>
<td>264</td>
<td>_1 [a] New Delhi :</td>
</tr>
<tr>
<td>300</td>
<td>__ [a] 25 sets of two-piece jigsaw puzzles.</td>
</tr>
<tr>
<td>337</td>
<td>__ [a] unmediated</td>
</tr>
<tr>
<td>490</td>
<td>1_[a] Creatives</td>
</tr>
<tr>
<td>500</td>
<td>__ [a] Instructions inside lid.</td>
</tr>
<tr>
<td>500</td>
<td>__ [a] On container: Ages 4 &amp; up.</td>
</tr>
<tr>
<td>520</td>
<td>8_[a] Summary: This game uses phonetics to help children improve their reading skills by learning the sounds of short and long vowels.</td>
</tr>
<tr>
<td>650</td>
<td>_7 [a] Phonetics.</td>
</tr>
<tr>
<td>650</td>
<td>_7 [a] Vowels.</td>
</tr>
<tr>
<td>650</td>
<td>_7 [a] Vocabularies.</td>
</tr>
<tr>
<td>650</td>
<td>_7 [a] English language.</td>
</tr>
<tr>
<td>650</td>
<td>_7 [a] Puzzles.</td>
</tr>
<tr>
<td>830</td>
<td>_0 [a] Creatives.</td>
</tr>
</tbody>
</table>
Summary: Wilbur the pig is scared of the end of the season, because he knows that come that time, he will end up on the dinner table. He hatches a plan with Charlotte, a spider that lives in his pen, to ensure that this will never happen.
7. MARC CODING: AUTHORITY RECORDS

7:A INTRODUCTION

7:B PRINCIPLES

7:C GUIDE TO PRACTICE

7:C1 Leader
7:C2 Directory
7:C3 Control fields
7:C4 008 field examples
7:C5 Number and code fields
7:C6 Heading fields
7:C7 Complex subject reference fields
7:C8 Tracings and references: General information
7:C9 See from tracing fields
7:C10 See also from tracing fields
7:C11 Note fields

7:D SPECIAL INSTRUCTIONS

7:D1 Mythological characters
7:D2 Legendary characters
7:D3 Biblical characters

7:E FULL RECORD EXAMPLES

7:E1 Personal name
7:E2 Corporate name
7:E3 Meeting name
7:E4 Preferred (uniform) title
7:E5 Topical term
7:E6 Geographic name
7:A INTRODUCTION

The tags, indicators and subfields listed in this document have been accepted as the standard for coding authority records added to the database. The use of this form of coding allows Education Services Australia to produce machine-readable data to meet accepted standards for the interchange of authority records, and it is used to generate products as required by our users.
7:B PRINCIPLES

The data is entered to the fullest level allowed by the guidelines as set out in sections 2 and 4 above.
7:C GUIDE TO PRACTICE

The following list of MARC 21 tags, indicators and subfield codes is a composite subset of those allowed in MARC 21. This reflects the standards as set out in previous sections. The MARC 21 Format for Authority Data is available at:

http://www.loc.gov/marc/authority/

The # character is used to represent a blank. The | character represents ‘no attempt to code’.

In the SCIS library management system, templates including many default values have been constructed for each authority type. For most authorities it will not be necessary to alter the defaults.

Where a name or preferred title occurs on the database as both name and subject or title and subject, only one authority record is required. Choose the appropriate template and ensure that ‘Heading Use - Main or Added Entry’ and ‘Heading Use - Subject Added Entry’ are both coded as ‘a : appropriate’, and that ‘Subject Heading’ is set to ‘z’ (other).

See the examples following for detailed guidelines.
7:C1  Leader (24 characters)

Character position  Name

00–04  Record length *(System-generated)*

05  Record status

  c = Corrected or revised (Appears on some authority records)
  d = Deleted (Will not normally appear on database records but is retained by the system)
  n = New (SCIS will accept the default value n for new or changed authority records)

06–23  Preset or system-generated: for details see MARC 21.

7:C2  Directory

Character position  Name

00–11  System-generated: for details see MARC 21.

7:C3  Control fields

Character position  Name

001  Control number *(SCIS record number)*

005  Date and time of last transaction *(System-generated)*

    yyyymmddhhmss.f

008  Fixed-length data elements

Character position  Name

00–05  Date entered on file *(System-generated)*

    yymmdd

06  Direct or indirect geographic subdivision

    # = Not subdivided geographically
    d = Subdivided geographically – direct
    n = Not applicable
    | = No attempt to code

07  Romanisation scheme

    b = National standard (May appear on existing authority records)
    | = No attempt to code *(SCIS default)*

08  Language of catalog

    # = No information provided
<table>
<thead>
<tr>
<th>Character position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Kind of record</td>
</tr>
<tr>
<td></td>
<td>a = Established heading</td>
</tr>
<tr>
<td></td>
<td>b = Reference record (untraced record)</td>
</tr>
<tr>
<td></td>
<td>c = Reference record (traced record)</td>
</tr>
<tr>
<td></td>
<td>d = Subdivision record</td>
</tr>
<tr>
<td>10</td>
<td>Descriptive cataloguing rules</td>
</tr>
<tr>
<td></td>
<td>c = AACR 2 (Used for name authorities until June 2013)</td>
</tr>
<tr>
<td></td>
<td>n = Not applicable (Use for topical subject headings)</td>
</tr>
<tr>
<td></td>
<td>z = Other (Use for name authorities, including geographic names, name/titles, or preferred titles created according to RDA)</td>
</tr>
<tr>
<td>11</td>
<td>Subject heading system/Thesaurus</td>
</tr>
<tr>
<td></td>
<td>z – Other</td>
</tr>
<tr>
<td>12</td>
<td>Type of series</td>
</tr>
<tr>
<td></td>
<td>a = Monographic series</td>
</tr>
<tr>
<td></td>
<td>c = Series-like phrase</td>
</tr>
<tr>
<td></td>
<td>n = Not applicable</td>
</tr>
<tr>
<td>13</td>
<td>Numbered series</td>
</tr>
<tr>
<td></td>
<td>a = Numbered</td>
</tr>
<tr>
<td></td>
<td>b = Unnumbered</td>
</tr>
<tr>
<td></td>
<td>n = Not applicable</td>
</tr>
<tr>
<td>14</td>
<td>Heading use – main or added entry</td>
</tr>
<tr>
<td></td>
<td>a = Appropriate (Use for name authorities)</td>
</tr>
<tr>
<td></td>
<td>b = Not appropriate (May be used for subject authorities)</td>
</tr>
<tr>
<td>15</td>
<td>Heading use – subject added entry</td>
</tr>
<tr>
<td></td>
<td>a = Appropriate (Use for subject authorities)</td>
</tr>
<tr>
<td></td>
<td>b = Not appropriate (May be used for name and series authorities)</td>
</tr>
<tr>
<td>16</td>
<td>Heading use – Series added entry</td>
</tr>
<tr>
<td></td>
<td>a = Appropriate</td>
</tr>
<tr>
<td></td>
<td>b = Not appropriate</td>
</tr>
<tr>
<td>17</td>
<td>Type of subject subdivision</td>
</tr>
<tr>
<td></td>
<td>n = Not applicable</td>
</tr>
<tr>
<td>18–27</td>
<td>Undefined character positions</td>
</tr>
<tr>
<td>28</td>
<td>Type of government agency</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Reference evaluation</td>
</tr>
<tr>
<td></td>
<td>a = Tracings are consistent with the heading</td>
</tr>
<tr>
<td></td>
<td>n = Not applicable</td>
</tr>
<tr>
<td>30</td>
<td>Undefined character position</td>
</tr>
<tr>
<td>Character position</td>
<td>Name</td>
</tr>
<tr>
<td>--------------------</td>
<td>------</td>
</tr>
</tbody>
</table>
| 31                 | Record update in progress  
a = Record can be used |
| 32                 | Undifferentiated personal name  
a = Differentiated personal name (Use for all personal name headings)  
n = Not applicable (Use for all other headings) |
| 33                 | Level of establishment  
a = Fully established |
| 34–37              | Undefined character positions  
Modified record  
# = Not modified |
| 38                 | Cataloging source  
d = Other |
### 7:C4 008 field examples

#### 7:C4.1 008 field for personal name used as main or added entry and subject added entry

<table>
<thead>
<tr>
<th>Subdivision</th>
<th>n: Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romanization Scheme</td>
<td>l: No attempt to code</td>
</tr>
<tr>
<td>Language of Catalog</td>
<td>: No information provided</td>
</tr>
<tr>
<td>Kind of Record</td>
<td>a: Established heading record</td>
</tr>
<tr>
<td>Cataloging Rules</td>
<td>z: Other</td>
</tr>
<tr>
<td>Subject Heading System/Thesaurus</td>
<td>z: Other</td>
</tr>
<tr>
<td>Type of Series</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Numbered or Unnumbered Series</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Heading Use – Main or Added Entry</td>
<td>a: Appropriate</td>
</tr>
<tr>
<td>Heading Use – Subject Added Entry</td>
<td>a: Appropriate</td>
</tr>
<tr>
<td>Heading Use – Series Added Entry</td>
<td>b: Not Appropriate</td>
</tr>
<tr>
<td>Subject Subdivision</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Govt. Agency</td>
<td>l: No attempt to code</td>
</tr>
<tr>
<td>Reference Evaluation</td>
<td>a: Tracings are consistent with the heading</td>
</tr>
<tr>
<td>Record Update</td>
<td>a: Record can be used</td>
</tr>
<tr>
<td>Undifferentiated Personal Name</td>
<td>a: Differentiated personal name</td>
</tr>
<tr>
<td>Level of Establishment</td>
<td>a: Fully established heading</td>
</tr>
<tr>
<td>Modified Record</td>
<td>: Not modified</td>
</tr>
<tr>
<td>Cataloguing Source</td>
<td>d: Other sources</td>
</tr>
</tbody>
</table>

#### 7:C4.2 008 field for personal name used as main or added entry only

<table>
<thead>
<tr>
<th>Subdivision</th>
<th>n: Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romanization Scheme</td>
<td>l: No attempt to code</td>
</tr>
<tr>
<td>Language of Catalog</td>
<td>: No information provided</td>
</tr>
<tr>
<td>Kind of Record</td>
<td>a: Established heading record</td>
</tr>
<tr>
<td>Cataloging Rules</td>
<td>z: Other</td>
</tr>
<tr>
<td>Subject Heading System/Thesaurus</td>
<td>z: Other</td>
</tr>
<tr>
<td>Type of Series</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Numbered or Unnumbered Series</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Heading Use – Main or Added Entry</td>
<td>a: Appropriate</td>
</tr>
<tr>
<td>Heading Use – Subject Added Entry</td>
<td>b: Not Appropriate</td>
</tr>
<tr>
<td>Heading Use – Series Added Entry</td>
<td>b: Not Appropriate</td>
</tr>
<tr>
<td>Subject Subdivision</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Govt. Agency</td>
<td>l: No attempt to code</td>
</tr>
<tr>
<td>Reference Evaluation</td>
<td>a: Tracings are consistent with the heading</td>
</tr>
<tr>
<td>Record Update</td>
<td>a: Record can be used</td>
</tr>
<tr>
<td>Undifferentiated Personal Name</td>
<td>a: Differentiated personal name</td>
</tr>
<tr>
<td>Level of Establishment</td>
<td>a: Fully established heading</td>
</tr>
<tr>
<td>Modified Record</td>
<td>: Not modified</td>
</tr>
<tr>
<td>Cataloguing Source</td>
<td>d: Other sources</td>
</tr>
</tbody>
</table>
### 7:C4.3 008 field for personal name used as subject only

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subdivision</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Romanization Scheme</td>
<td>]; No attempt to code</td>
</tr>
<tr>
<td>Language of Catalog</td>
<td>_: No information provided</td>
</tr>
<tr>
<td>Kind of Record</td>
<td>a: Established heading record</td>
</tr>
<tr>
<td>Cataloging Rules</td>
<td>z: Other</td>
</tr>
<tr>
<td>Subject Heading System/Thesaurus</td>
<td>z: Other</td>
</tr>
<tr>
<td>Type of Series</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Numbered or Unnumbered Series</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Heading Use – Main or Added Entry</td>
<td>b: Not Appropriate</td>
</tr>
<tr>
<td>Heading Use – Subject Added Entry</td>
<td>a: Appropriate</td>
</tr>
<tr>
<td>Heading Use – Series Added Entry</td>
<td>b: Not Appropriate</td>
</tr>
<tr>
<td>Subject Subdivision</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Govt. Agency</td>
<td>]; No attempt to code</td>
</tr>
<tr>
<td>Reference Evaluation</td>
<td>a: Tracings are consistent with the heading</td>
</tr>
<tr>
<td>Record Update</td>
<td>a: Record can be used</td>
</tr>
<tr>
<td>Undifferentiated Personal Name</td>
<td>a: Differentiated personal name</td>
</tr>
<tr>
<td>Level of Establishment</td>
<td>a: Fully established heading</td>
</tr>
<tr>
<td>Modified Record</td>
<td>_: Not modified</td>
</tr>
<tr>
<td>Cataloguing Source</td>
<td>d: Other sources</td>
</tr>
</tbody>
</table>

### 7:C4.4 008 field for Subject (topical)

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subdivision</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Romanization Scheme</td>
<td>]; No attempt to code</td>
</tr>
<tr>
<td>Language of Catalog</td>
<td>_: No information provided</td>
</tr>
<tr>
<td>Kind of Record</td>
<td>a: Established heading record</td>
</tr>
<tr>
<td>Cataloging Rules</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Subject Heading System/Thesaurus</td>
<td>z: Other</td>
</tr>
<tr>
<td>Type of Series</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Numbered or Unnumbered Series</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Heading Use – Main or Added Entry</td>
<td>b: Not Appropriate</td>
</tr>
<tr>
<td>Heading Use – Subject Added Entry</td>
<td>a: Appropriate</td>
</tr>
<tr>
<td>Heading Use – Series Added Entry</td>
<td>b: Not Appropriate</td>
</tr>
<tr>
<td>Subject Subdivision</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Govt. Agency</td>
<td>]; No attempt to code</td>
</tr>
<tr>
<td>Reference Evaluation</td>
<td>a: Tracings are consistent with the heading</td>
</tr>
<tr>
<td>Record Update</td>
<td>a: Record can be used</td>
</tr>
<tr>
<td>Undifferentiated Personal Name</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Level of Establishment</td>
<td>a: Fully established heading</td>
</tr>
<tr>
<td>Modified Record</td>
<td>_: Not modified</td>
</tr>
<tr>
<td>Cataloguing Source</td>
<td>d: Other sources</td>
</tr>
</tbody>
</table>
7:C4.5 008 field for Series (numbered)

<table>
<thead>
<tr>
<th>Subdivision</th>
<th>n: Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romanization Scheme</td>
<td>: No attempt to code</td>
</tr>
<tr>
<td>Language of Catalog</td>
<td>: No information provided</td>
</tr>
<tr>
<td>Kind of Record</td>
<td>a: Established heading record</td>
</tr>
<tr>
<td>Cataloging Rules</td>
<td>z: Other</td>
</tr>
<tr>
<td>Subject Heading System/Thesaurus</td>
<td>z: Other</td>
</tr>
<tr>
<td>Type of Series</td>
<td>a: Monographic series</td>
</tr>
<tr>
<td>Numbered or Unnumbered Series</td>
<td>a: Numbered series</td>
</tr>
<tr>
<td>Heading Use – Main or Added Entry</td>
<td>a: Appropriate</td>
</tr>
<tr>
<td>Heading Use – Subject Added Entry</td>
<td>b: Not Appropriate</td>
</tr>
<tr>
<td>Heading Use – Series Added Entry</td>
<td>a: Appropriate</td>
</tr>
<tr>
<td>Subject Subdivision</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Govt. Agency</td>
<td>: No attempt to code</td>
</tr>
<tr>
<td>Reference Evaluation</td>
<td>: No attempt to code</td>
</tr>
<tr>
<td>Record Update</td>
<td>a: Record can be used</td>
</tr>
<tr>
<td>Undifferentiated Personal Name</td>
<td>n: Not applicable</td>
</tr>
<tr>
<td>Level of Establishment</td>
<td>a: Fully established heading</td>
</tr>
<tr>
<td>Modified Record</td>
<td>: Not modified</td>
</tr>
<tr>
<td>Cataloguing Source</td>
<td>d: Other sources</td>
</tr>
</tbody>
</table>
7:C5  Number and code fields

035  System control number

Tag       035
Indicators Undefined
Subfield codes  a = System control number
                9 = Previous system control number
This field appears on batch-loaded authorities but is not generally used in online cataloguing.

040  Cataloguing source

Tag       040
Indicators Undefined
Subfield codes  a, e, f

Example
040    ###   $a AU-MeSCI $e rda $f scisshl
040    ###   $a N.S.W. $e rda $f scisshl
040    ###   $a AU-MeSCI $f scot

Punctuation
040 does not end with a full stop unless the field ends with data that ends with an initialism or a mark of punctuation.
### 7:C6 Heading fields

#### 100 Personal names

*Tag* 100  
*Indicators*  
First indicator  
0 – Forename  
1 – Surname  
3 – Family name  
*Second indicator* Undefined  
*Subfield codes* a, b, c, t, x  
Subfields m, n, o, p, r, s may be used for music cataloguing.

**Examples**

100 1# $a Jennings, Paul
100 0# $a Henry $b II, $c King of England
100 1# $a Shakespeare, William. $t As you like it
100 1# $a Thoreau, Henry David $x Quotations
100 1# $a Elgar, Edward. $t Concertos, $n op. 85, $r E minor
100 3# $a Bronte family
100 0# $a Abraham $c (Biblical figure) $x Fiction

**Punctuation**

100 does not end with a full stop unless the field ends with an abbreviation, an initialism, or data that ends with a mark of punctuation.

#### 110 Corporate names

*Tag* 110  
*Indicators*  
First indicator  
1 – Jurisdiction name  
2 – Name in direct order  
*Second indicator* Undefined  
*Subfield codes* a, b, c, d, n, t, x, y, z

**Examples**

110 1# $a Victoria. $b Board of Studies
110 2# $a Anglican Church $z Australia $x Directories
110 1# $a Australia. $t Copyright Amendment Act 1980
110 2# $a British Association for Applied Linguistics. $b Meeting $d (1988 : $c University of Exeter)
110 2# $a Catholic Church $x History $y 20th century
110 2# $a Endeavour (Ship)

**Punctuation**

110 does not end with a full stop unless the field ends with an abbreviation, an initialism, or data that ends with a mark of punctuation.

#### 111 Meeting names

*Tag* 111  
*Indicators*  
First indicator  
2 – Name in direct order  
*Second indicator* Undefined  
*Subfield codes* a, c, d, e, n, t, x, y, z

**Examples**

111 2# $a Symposium on the Future Role of Broadcasting in Education $d (1990 : $c Ryde)
111 2# $a Conference for Vehicle Trades $n (10th : $d 1978 : $c Brisbane)

**Punctuation**

111 does not end with a full stop unless the field ends with an abbreviation, an initialism, or data that ends with a mark of punctuation.

### 130 Uniform titles

<table>
<thead>
<tr>
<th>Tag</th>
<th>130</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td>First indicator Undefined</td>
</tr>
<tr>
<td></td>
<td>Second indicator 0</td>
</tr>
<tr>
<td>Subfield codes</td>
<td>a, n, p, x, y, z</td>
</tr>
<tr>
<td></td>
<td>subfields m, o, r, s may be used for music headings</td>
</tr>
</tbody>
</table>

**Examples**

130 #0 $a Batman forever (Film)
130 #0 $a Microsoft Word 2000 (Computer program)
130 #0 $a Bible. $p New Testament
130 #0 $a Koran $x Commentaries
130 #0 $a Round the twist (Television program)
130 #0 $a Harry Potter series
130 #0 $a Vampire diaries. $p Stefan’s diaries

**Punctuation**

130 does not end with a full stop unless the field ends with an abbreviation, an initialism, or data that ends with a mark of punctuation.

### 150 Topical terms

<table>
<thead>
<tr>
<th>Tag</th>
<th>150</th>
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<tbody>
<tr>
<td>Indicators</td>
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</tr>
<tr>
<td>Subfield codes</td>
<td>If 040 $f = scisshl: a, x, y, z</td>
</tr>
<tr>
<td></td>
<td>If 040 $f = scot: a</td>
</tr>
</tbody>
</table>

**Examples**

150 ### $a Education $z Queensland
150 ### $a Newspapers $x Bibliography
150 ### $a Hindi language $x Dictionaries $x English
150 ### $a God $x Poetry
150 ### $a Uenuku (Maori mythology)

**Punctuation**

150 does not end with a full stop unless the field ends with an abbreviation, an initialism, or data that ends with a mark of punctuation.

### 151 Geographic names

<table>
<thead>
<tr>
<th>Tag</th>
<th>151</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td>Undefined</td>
</tr>
</tbody>
</table>

**Examples**

151 ### $a Pompeii (Extinct city)
151 ### $a Great Britain $x Social life and customs $y 1066-1485
151 ### $a Outback
**Punctuation**
151 does not end with a full stop unless the field ends with an abbreviation, an initialism, or data that ends with a mark of punctuation.

155  **Genre/Form terms**
Tag  155
Indicators  Undefined

Subfield codes  a

**Examples**
155  ###  $a Adventure stories
155  ###  $a Family sagas
155  ###  $a Mystery and suspense films

7:C7  **Complex subject reference fields**

260  **Complex see reference – Subject**
Tag  260
Indicators  Undefined
Subfield codes  a, i

**Examples**
150  ###  $a Olden days
260  ###  $i subjects with the subdivision $a History, $i e.g. $a Australia - Social life and customs - History; Schools - History - 19th century

**Punctuation**
260 does not end with a full stop unless the field ends with an abbreviation, an initialism, or data that ends with a mark of punctuation.
7C8 Tracings and references: General information

$w/0 – Special relationship
A one-character alphabetic code that describes a relationship between a 1XX field and a 4XX or 5XX field that is more specific than the relationship implicit in the tag. The codes may be used to generate a special reference instruction phrase in a cross-reference display.

$w a – Earlier heading
Use only under corporate and meeting names

$w b – Later heading
Use only under corporate and meeting names

$w g – Broader term
Use only under subject headings

$w h – Narrower term
Use only under subject headings

For further details, see MARC 21 Format for Authority Data: Tracings and References – General Information at: http://www.loc.gov/marc/authority/adtracing.html.

Coding of broader, narrower and related terms
BTs, NTs and RTs should be coded so that the cross-references display correctly.

Summary of coding

$w a = Related terms
$w g $a = Broader terms
$w h $a = Narrower terms

Note that an authority record has to be entered for each reciprocal reference – Broad to Narrow and Narrow to Broad; and Related to Related, with each heading as a lead term.
**SCIS Subject Headings**

<table>
<thead>
<tr>
<th>SCIS Subject Headings</th>
<th>MARC 21 Authority Records</th>
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<tbody>
<tr>
<td>Folklore</td>
<td>150 ## $a Folklore</td>
</tr>
<tr>
<td>SN Use for stories based specifically on oral traditions …</td>
<td></td>
</tr>
<tr>
<td>SEN See also subjects … with the subdivision Folklore, e.g. Cats - Folklore.</td>
<td></td>
</tr>
<tr>
<td>UF Fairy tales</td>
<td>450 ## $a Fairy tales</td>
</tr>
<tr>
<td>BT Ethnology</td>
<td>550 ## $w g $a Ethnology</td>
</tr>
<tr>
<td>NT Bunyips</td>
<td>550 ## $w h $a Bunyips</td>
</tr>
<tr>
<td>RT Fables</td>
<td>550 ## $w h $a Cats $x Folklore</td>
</tr>
<tr>
<td></td>
<td>550 ## $a Fables</td>
</tr>
<tr>
<td></td>
<td>680 ## $i Use for stories based specifically on oral traditions …</td>
</tr>
<tr>
<td></td>
<td>680 ## $i See also subjects … with the subdivision Folklore, e.g. $a Cats - Folklore.</td>
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<td>Ethnology</td>
<td>150 ## $a Ethnology</td>
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<td>NT Folklore</td>
<td>550 ## $w h $a Folklore</td>
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<tr>
<td>Bunyips</td>
<td>150 ## $a Bunyips</td>
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<tr>
<td>BT Folklore</td>
<td>550 ## $w g $a Folklore</td>
</tr>
<tr>
<td>Cats - Folklore</td>
<td>150 ## $a Cats $x Folklore</td>
</tr>
<tr>
<td>EH Example under Folklore</td>
<td>550 ## $w g $a Folklore</td>
</tr>
<tr>
<td>Fables</td>
<td>150 ## $a Fables</td>
</tr>
<tr>
<td>RT Folklore</td>
<td>550 ## $a Folklore</td>
</tr>
<tr>
<td>Folklore</td>
<td>150 ## $a Folklore</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Used For:</td>
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<tr>
<td>Folktales</td>
<td>450 ## $a Folktales</td>
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<tr>
<td>...</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Culture</td>
<td>550 ## $w g $a Culture</td>
</tr>
<tr>
<td>Narrative forms</td>
<td>550 ## $w g $a Narrative forms</td>
</tr>
<tr>
<td>Narrower Term</td>
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</tr>
<tr>
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<td>550 ## $w h $a Astrology</td>
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<tr>
<td>Dreaming (Spiritual)</td>
<td>550 ## $w h $a Dreaming (Spiritual)</td>
</tr>
<tr>
<td>Legends (Folklore)</td>
<td>550 ## $w h $a Legends (Folklore)</td>
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<tr>
<td>...</td>
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<tr>
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<tr>
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<td>550 ## $a Creation (Universe)</td>
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<td>Fables</td>
<td>550 ## $a Fables</td>
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<table>
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<tr>
<th>Creation (Universe)</th>
<th>150 ## $a Creation (Universe)</th>
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<td></td>
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<td>550 ## $a Folklore</td>
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<table>
<thead>
<tr>
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<th>150 ## $a Fables</th>
</tr>
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<tbody>
<tr>
<td>Related Term</td>
<td></td>
</tr>
<tr>
<td>Folklore</td>
<td>550 ## $a Folklore</td>
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</table>
7:C9 See from tracing fields

400 See from tracing – Personal names

Tag 400
Indicators First indicator 0, 1, 3
Second indicator Undefined
Subfield codes a, b, c, m, n, o, p, r, s, t, x

Examples
100 0# $a Oodgeroo Noonuccal
400 1# $a Noonuccal, Oodgeroo
400 1# $a Walker, Kath

100 1# $a Shakespeare, William. $t Henry IV
400 1# $a Shakespeare, William. $t King Henry IV

410 See from tracing – Corporate names

Tag 410
Indicators First indicator 1, 2
Second indicator Undefined
Subfield codes a, b, c, d, n, t, x

Examples
110 1# $a New South Wales. $b Board of Senior School Studies
410 2# $a Board of Senior School Studies

130 #0 $a Australia-United States of America Free Trade Agreement (2004)
410 1# $a Australia. $t Australia-United States of America Free Trade Agreement
410 1# $a United States. $t Australia-United States of America Free Trade Agreement

411 See from tracing – Meeting names

Tag 411
Indicators First indicator 2
Second indicator Undefined
Subfield codes a, c, d, e, n, t, x

Examples
111 2# $a Conference on Cochlear Implants $n (10th : $d 1983 : $c University of California)
411 2# $a 10th Anniversary Conference on Cochlear Implants
### 430  See from tracing – Uniform titles

**Tag** 430  
**Indicators**  
First indicator Undefined  
Second indicator 0  
**Subfield codes** a, m, n, o, p, r, s, x  

**Examples**  
130 #0 $a Qur’an  
430 #0 $a Alkoran  
430 #0 $a Koran  
130 #0 Vampire diaries.$pStefan’s diaries  
430 #0 $a Stefan’s diaries

### 450  See from tracing – Topical terms

**Tag** 450  
**Indicators**  
First indicator Undefined  
Second indicator Undefined  
**Subfield codes**  
If 040 $f = scisshl: a, x, y, z  
If 040 $f = scot: a  

**Examples**  
150 ## $a Knights and knighthood  
450 ## $a Knighthood

### 451  See from tracing – Geographic names

**Tag** 451  
**Indicators**  
First indicator Undefined  
Second indicator Undefined  
**Subfield codes**  
If 040 $f = scisshl: a, x, y, z  
If 040 $f = scot: a  

**Examples**  
151 ## $a Mumbai (India)  
451 ## $a Bombay (India)

### 455  See from tracing – Genre/Form terms

**Tag** 455  
**Indicators**  
First indicator Undefined  
Second indicator Undefined  
**Subfield codes**  
If 040 $f = scisshl: a, x, y, z  
If 040 $f = scot: a  

**Examples**  
155 ## $a Verse novels  
455 ## $a Novels in verse
7:C10  See also from tracing fields

500  See also from tracing – Personal names

Tag  500
Indicators First indicator  0, 1, 3
                  Second indicator  Undefined
Subfield codes  a, b, c, m, n, o, p, r, s, t, x

Examples
100  1# $a Holt, Victoria
500  1# $a Plaidy, Jean
500  1# $a Carr, Philippa

510  See also from tracing – Corporate names

Tag  510
Indicators First indicator  1, 2
                  Second indicator  Undefined
Subfield codes  a, b, c, d, n, t, w, x

Examples
110  2# $a Regency Institute of TAFE (S. Aust). $b Hotel School
510  2# $w a $a Regency Park College of TAFE (S. Aust). $b Hotel School

511  See also from tracing – Meeting names

Tag  511
Indicators First indicator  2
                  Second indicator  Undefined
Subfield codes  a, c, d, e, n, t, w, x

Examples
150  ## $a Sports
511  2# $w h $a Olympic Games

530  See also from tracing – Uniform titles

Tag  530
Indicators First indicator  Undefined
                  Second indicator  0
Subfield codes  a, m, n, o, p, r, s, w, x

Examples
130  #0 $a Bible
530  #0 $a Qur’an
550    See also from tracing – Topical terms

Tag  550
Indicators  Undefined
Subfield codes  If 040 $f = scisshl: a, w, x, y, z
                If 040 $f = scot: a, w

Examples
  150   ###  $a Knights and knighthood
  450   ###  $a Knighthood
  550   ###  $w g $a Middle Ages
  550   ###  $w g $a Nobility
  550   ###  $w h $a Jousting
  550   ###  $a Chivalry
  550   ###  $a Heraldry

551    See also from tracing – Geographic names

Tag  551
Indicators  Undefined
Subfield codes  If 040 $f = scisshl: a, w, x, y, z
                If 040 $f = scot: a, w

Examples
  151   ###  $a Russia
  551   ###  $w h $a Siberia
  551   ###  $a Soviet Union

555    See also from tracing – Genre/Form terms

Tag  555
Indicators  Undefined
Subfield codes  If 040 $f = scisshl: a, w, x, y, z
                If 040 $f = scot: a, w

Examples
  155   ###  $a Historical fiction
  555   ###  $a Alternative histories (Fiction)
  555   ###  $a Steampunk fiction
7:C11  Series treatment fields

642  Series numbering example

Tag  642
Indicators  Undefined
Subfield codes a, 5

Examples
642  ### $a 3 $5 AU-MeSCI
642  ### $a Episode 24 $5 AU-MeSCI
7:C12  Note fields

665  History note

Tag 665
Indicators Undefined
Subfield codes a

Example
665  ### $a The Education Department became a Ministry of Education in 1988 and reverted to the Education Department in 1993. In 2001 it was renamed the Department of Education. Works of these bodies are entered under the name used at the time of publication.

670  Source data found

Tag 670
Indicators Undefined
Subfield codes a, b

Examples
100 1# $a Cameron, Simon
670  ### $a Cameron, Simon. Silent witnesses, 1997: $b t.p. (Simon Cameron)

680  Public general note

Tag 680
Indicators Undefined
Subfield codes a, i

Examples
150 ### $a Finance
680  ### $i May subdiv. geog.
680  ### $i See also subjects with the subdivision $a Finance, $i e.g. $a Education – Finance.

150  ### $a Shakespeare, William $x Comedies
680  ### $i For the texts of Shakespeare’s comedies see the headings $a Comedy $i and $a English drama $i and also topical subject headings, e.g. $a Love – Drama.

681  Subject example tracing note

Tag 681
Indicators Undefined
Subfield codes a, i

Example
150 ### $a Love - Drama
681  ### $i Example under $a Shakespeare, William – Comedies; Shakespeare, William – Tragedies; Shakespeare, William – Tragicomedies
7: D SPECIAL INSTRUCTIONS

7: D1 Mythological characters

All mythological characters are coded at 150 with a suitable qualifier (see Appendix A). Add coding to the authority record linking back to origins of the character and assigning related term references for any other known alternative forms of name.

**Examples**

150 ## $a Heracles (Greek mythology)
550 ## $w g $a Mythology, Greek
550 ## $a Hercules (Roman mythology)

150 ## $a Osiris (Egyptian mythology)
550 ## $w g $a Mythology, Egyptian

7: D2 Legendary characters

All legendary characters are coded at 150 with the qualifier (Legendary character)

**Examples**

150 ## $a Arthur, King (Legendary character)
150 ## $a Coyote (Legendary character)

7: D3 Biblical characters

All biblical characters are assumed to have been real persons and are thus coded at 100. Add the qualifier (Biblical figure)

**Examples**

100 0# $a Moses $c (Biblical figure)
100 0# $a Ezekiel $c (Biblical figure)
### 7:E FULL RECORD EXAMPLES

#### 7.E1 Personal name

<table>
<thead>
<tr>
<th>LDR</th>
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<tbody>
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<tr>
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<td>960627n\aazznnaabn\|\a\aaa\\d</td>
</tr>
<tr>
<td>040</td>
<td>## $a AU-MeSCI $e rda $f scishl</td>
</tr>
<tr>
<td>100</td>
<td>0# $a Oodgeroo Noonuccal</td>
</tr>
<tr>
<td>400</td>
<td>1# $a Noonuccal, Oodgeroo</td>
</tr>
<tr>
<td>400</td>
<td>1# $a Walker, Kath</td>
</tr>
<tr>
<td>400</td>
<td>0# $a Oodgeroo</td>
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</tbody>
</table>

#### 7.E2 Corporate name

<table>
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<td>035</td>
<td>## $9 n0000188298</td>
</tr>
<tr>
<td>040</td>
<td>## $a AU-MeSCI $e rda $f scishl</td>
</tr>
<tr>
<td>110</td>
<td>2# $a Vic Roads</td>
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<tr>
<td>410</td>
<td>2# $a Roads Corporation (Vic.)</td>
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#### 7.E3 Meeting name

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<td>035</td>
<td>## $9 n0000000288</td>
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<tr>
<td>040</td>
<td>## $a AU-MeSCI $e rda $f scishl</td>
</tr>
<tr>
<td>111</td>
<td>2 $a Aboriginal Students' Day $d (1986 :$c North Parramatta)</td>
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### 7.E4 Preferred (uniform) title

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<td>008</td>
<td>991118n</td>
</tr>
<tr>
<td>040</td>
<td>## $a N.S.W. $e rda $f scisshl</td>
</tr>
<tr>
<td>130</td>
<td>#0 $a 3D Studio Max 3 (Computer program)</td>
</tr>
<tr>
<td>670</td>
<td>## $a Peterson, Michael Todd. 3D Studio Max 3 fundamentals, 1999:$ bt.p. (3D Studio Max 3 fundamentals / Michael Todd Peterson. Indianapolis, Ind. : New Riders,)</td>
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### 7.E5 Series title

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<tr>
<td>130</td>
<td>#0 $a Vampire diaries. $p Stefan's diaries</td>
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<tr>
<td>430</td>
<td>#0 $a Stefan's diaries</td>
</tr>
<tr>
<td>642</td>
<td>## $a 5 $5 AU-MeSCI</td>
</tr>
<tr>
<td>670</td>
<td>## $a The asylum, 2012: $b series title page (Vampire diaries. Stefan's diaries)</td>
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### 7.E6 Topical term

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<tr>
<td>040</td>
<td>## $a AU-MeSCI $f scisshl</td>
</tr>
<tr>
<td>150</td>
<td>## $a Cat family</td>
</tr>
<tr>
<td>450</td>
<td>## $a Big cats</td>
</tr>
<tr>
<td>450</td>
<td>## $a Cats, Big</td>
</tr>
<tr>
<td>550</td>
<td>## Sw g $a Animals</td>
</tr>
<tr>
<td>550</td>
<td>## Sw h $a Bobcats</td>
</tr>
<tr>
<td>550</td>
<td>## Sw h $a Cats</td>
</tr>
<tr>
<td>680</td>
<td>## $i Use for works on the cat family in general. For works on domestic cats only use $a Cats.</td>
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### 7.E7 Geographic name

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<tr>
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<td>## $a AU-MeSCI $e rda $f scisshl</td>
</tr>
<tr>
<td>151</td>
<td>## $a Samoa</td>
</tr>
<tr>
<td>451</td>
<td>## $a Samoan Islands</td>
</tr>
<tr>
<td>451</td>
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<td>551</td>
<td>## $w g $a Polynesia</td>
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<tr>
<td>680</td>
<td>## $i May be subdivided like $a Australia $i except for the period subdivisions of history.</td>
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### 7.E8 Genre/Form term

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<td>## $a Utopian fiction</td>
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<td>## $a Films, Utopian</td>
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<td>455</td>
<td>## $a Speculative fiction</td>
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<td>## $a Utopias $x Fiction</td>
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<td>555</td>
<td>## $a Dystopian fiction</td>
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<td>555</td>
<td>## $a Fantasy</td>
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<td>555</td>
<td>## $a Steampunk</td>
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<td>680</td>
<td>## $i Use for works of fiction including fictional films which depict an ideal society. Works in this genre include Aldous Huxley's Island, and Ursula Le Guin's The dispossessed. For works about utopian fiction, use the heading $a Utopian fiction - History and criticism.</td>
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8. APPENDICES

Appendix A  Qualifiers

This appendix contains a list of commonly used qualifiers for geographic, name, subject and title headings. The list includes heading type, the category to which the heading belongs, the qualifier to be used and an example heading from the SCIS database. The list is arranged first by heading type and then by category.

Cataloguers should consult this list when devising proper and common name headings. The list will be updated from time to time as required.

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† Use for musical groups when the qualifier ‘Band’ is not appropriate

* May be replaced by other headings from the same category
### Appendix B  
**Subject headings for Shakespeare’s works**

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* The ScOT term ‘Elizabethan theatre’ is added only if the work includes significant information about staging or performance in addition to the text of the play.
Appendix C  Initial articles and filing indicators

C:1  Introduction
This section of the Standards is intended to supplement RDA Appendix C by providing helpful examples for cataloguers, particularly for Māori and Pacific Island languages. The section is largely based on material provided by the National Library of New Zealand and by the Library of Congress Cataloging Policy and Support Office. In the examples in this section, the convention of using a space on either side of a subfield code is not used, to ensure that there is no confusion in what is being counted.

C:2  General filing indicators
When a title begins with an article, count the article, any blank space, or any mark of punctuation preceding the first filing character. Diacritics associated with an article are also counted; however do not count a diacritic associated with the first filing character. (The alif and ayn are not considered diacritics).

Examples
245 15 $a[The diary ...
245 14 $a“An evening ...
245 12 $aL’enfant au grelot.
245 12 $aL’été ...
245 14 $aal-ʻAlam ...

When a title does not begin with an article, do not count punctuation at the beginning of the title.

Examples
245 10 $a[Diary ...
245 10 $a“Full steam ahead!”

C:3  Filing indicators for Māori and Pacific Island languages
Initial articles in Māori and Pacific Island languages are included in RDA Appendix C.

Examples: Māori
245 13 $aHe ...
245 15 $aNgā ...
245 13 $aTe ...
But
245 10 $aKo ...

Note: when an article is part of a proper name (personal or corporate) use the filing indicator 0:

Example:
245 00 $aTe Puni Kokiri = Ministry of Maori Development.

Examples: Fijian
245 12 $aA ...
245 19 $aE dua na ...
245 19 $aE na dua ...
245 13 $aNa ...
**Examples: Niuean**

245 12 $aΛ ...
245 12 $aΕ ...
245 17 $aΕ tahā ...
245 13 $aHa ...
245 15 $aKo e ...

**Examples: Samoan**

245 13 $aLe ...
245 16 $a'O le ...
245 16 $a'O lo ...
245 16 $a'O se ...
245 13 $aSe ...
Appendix D  General material designation (GMD)

D:1  Introduction

The general material designation (GMD) is a general categorisation of the physical type of a resource. It is an optional addition to records created according to the Anglo-American cataloguing rules, 2nd edition (AACR2).

D:2  International standards

D:2.1  ISBD

Two new elements, content form and media type, replaced the general material designation in the International standard bibliographic description (ISBD) in 2011.

D:2.2  RDA

In RDA: Resource description & access, the GMD is superseded by the content type, media type and carrier type elements.

D:3  GMDs formerly used by SCIS

SCIS records for resources (other than printed text) catalogued before April 2017 may contain a GMD from the list below. The GMD is not used in records created after April 2017.

- activity card
- art original
- art reproduction
- braille
- chart
- diorama
- electronic resource
- filmstrip
- flash card
- game
- globe
- kit
- manuscript
- map
- microform
- microscope slide
- model
- motion picture
- music
- picture
- realia
- slide
- sound recording
- technical drawing
- toy
- transparency
- videorecording
- website

D:4  MARC coding

The GMD appears immediately after the title proper, in subfield ‘h’ of the 245 field. The GMD is always enclosed in square brackets.

**Examples**

- 245 00 $a Megan in motion $h [videorecording].
- 245 00 $a Catch the thief. $n Level 3 $h [electronic resource].
- 245 00 $a Gold 150 $h [website] : $b celebrating 150 years of Australian gold-rush history / $c project coordinator UOB Heather Mays …
### Appendix E  SCIS and ScOT fiction genres

<table>
<thead>
<tr>
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<th>ScOT Alternative label (Used for)</th>
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8-42
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