



Education  
Services  
Australia

# **SCIS STANDARDS FOR CATALOGUING AND DATA ENTRY**

**2015 Edition**

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**Revision**

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# **1. INTRODUCTION**

## **1:A FUNDAMENTAL POLICY CONSIDERATIONS**

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## **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:

- *RDA: Resource Description & Access Toolkit*. American Library Association, Canadian Library Association, and CILIP: Chartered Institute of Library and Information Professionals, 2010- <http://access.rdatoolkit.org>

### 1:B2 Classification

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

- *Dewey Decimal Classification and Relative Index*. 23rd ed. Dublin, Ohio.: OCLC, 2011 (DDC23).
- *Abridged Dewey Decimal Classification and Relative Index*. 15th ed. Dublin, Ohio: OCLC, 2012 (ADDC15)

OR

- *WebDewey*. Dublin, Ohio: OCLC. <http://www.dewey.org/webdewey/>

### 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>
- *Schools Online Thesaurus*. Carlton South, Vic.: Education Services Australia. <http://scot.curriculum.edu.au>
- *Using ScOT: Guidelines for Indexers and Cataloguers*. Carlton South, Vic.: Education Services Australia. <http://scot.curriculum.edu.au/indexing.asp>

### 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/>
- 1:C2** *Dewey Decimal Classification and Relative Index*. 23rd ed. Dublin, Ohio: OCLC, 2011.
- 1:C3** *Abridged Dewey Decimal Classification and Relative Index*. 15th ed. Dublin, Ohio: OCLC, 2012.
- OR  
*WebDewey*. Dublin, Ohio: OCLC. <http://www.dewey.org/webdewey/>
- 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/>
- 1:C7** *The Macquarie Dictionary*. Latest ed., Macquarie Library.
- 1:C8** *MARC 21 Format for Bibliographic Data*. 1999 ed. Washington, D.C.: Library of Congress. <http://www.loc.gov/marc/bibliographic/>
- 1:C9** *MARC 21 Format for Authority Data*. 1999 ed. Washington, D.C.: Library of Congress.  
<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

*ALA-LC Romanization Tables*. Washington, D.C.: Library of Congress.  
<http://www.loc.gov/catdir/cpsd/roman.html>

### 2:B2 Names of persons, families and corporate bodies

*Libraries Australia Authorities*. Canberra, A.C.T. : National Library of Australia.  
<http://librariesaustralia.nla.gov.au/>

*Library of Congress Authorities*. Washington, D.C. : Library of Congress.  
<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.  
<http://www.ga.gov.au/map/names/>

*The Macquarie World Atlas*. Rev. ed. McMahons Point, N.S.W.: Macquarie Library, 1994.

*Merriam-Webster's New Geographical Dictionary* 3rd ed. Springfield, Mass : Merriam-Webster, 1997.

*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*.

## **2:D2 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**

### **2.2.2.2 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.

### 2.8.2.5 Place of publication in more than one language or script

Do not apply. If the first place of publication is in Australia or New Zealand, and appears on the source of information in more than one language, transcribe the name as presented on the preferred source of information, including all language forms e.g. Naarm Melbourne, Australia; Gadigal Country Sydney, NSW.

### 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?]

### 2.8.3 Parallel place of publication

Do not record a parallel place of publication.

### 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  
*t.p. verso:* © 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.

#### *Example*

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

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**

Where a resource bears both ISBN-13 and ISBN-10 in eye-readable text, generally record only the ISBN-13.

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*

[London] : BBC Worldwide, 2008.  
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 (eg PDF).

##### *Example*

1 e-book (68 pages)

For other types of files (eg 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 6.27.1.3). 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

Cataloguers may choose to add a note of intended audience if considered important for identification and selection and is easily ascertained from the item.

Classification decisions from authoritative sources such as the Australian Classification Board or NZ Office of Film and Literature Classification will be added to existing records in the SCIS catalogue as these are notified.

## 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

If the resource includes substantial bibliographical references, include note: Includes bibliography.

Do not record the extent or location of bibliographies or bibliographical references

Do not add notes for presence of 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)

## **2:D5 Section 4: Recording attributes of concept, object, event & place**

### **16.2 Name of the place**

#### **16.2.2.6 Different language forms of the same name**

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

## **2:D6 Section 5: Recording primary relationships between work, expression, manifestation & item**

## **2:D7 Section 6: Recording relationships to persons, families & corporate bodies**

### **18.5 Relationship designator**

#### **18.5.1.3 Recording relationship designators**

Do not record relationship designator terms with authorised access points.

## **19.3 Other agent associated with a work**

### **19.3.1.1 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.

#### **19.3.1.3 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

## **20.2 Contributor**

### **20.2.1.3 Recording contributors**

Provide authorised access point for a translator, if recorded in statement of responsibility.

This instruction applies from December 2021.

**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 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
- 3:C5 Call number prefixes
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#### **3:E DECISIONS AND INTERPRETATIONS**

- 3:E1 Book numbers
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- 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
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- 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

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

*Dewey Decimal Classification and Relative Index*. 23rd ed. Dublin, Ohio: OCLC, 2011. (DDC23)

OR

*Abridged WebDewey*. Dublin, Ohio: OCLC. <http://www.dewey.org/webdewey/>

*WebDewey*. Dublin, Ohio: OCLC. <http://www.dewey.org/webdewey/>

*Dewey Services. Updates and New and Changed Entries*. Dublin, Ohio: OCLC.

<http://www.oclc.org/dewey/updates.en.html>

### **3:B REFERENCES**

*Australia: DDC Area Table and Index.* Canberra: National Library of Australia, 1982.

## **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 ...)

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**

ADDC15	DDC23
	-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.
-02 This number does not have the same scope as s.s. -02 in DDC23. Do not use when -0208 is used in DDC23.	
-092 Do not use when Table 2, -2 is the appropriate number-building device.	-092 p. 206 Do not use when Table 2, -2 is the appropriate number-building device.

### 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**

ADDC15	DDC23
–969 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.	–969 p. 634 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.

### **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**

ADDC15	DDC23
Table 3	Table 3-A
Number-building, pt 4 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.	Number-building, pt 3, p. 638 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.
	-11-19 p. 639 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.
	-21-29 p. 640 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.
-3 Do not use for fiction. Prefer F. Use for works about fiction and authors, i.e. description, critical appraisal, history and biography, in all languages.	-3 p. 640 Do not use for fiction. Prefer F. Use for works about fiction and authors, i.e. description, critical appraisal, history and biography, in all languages.
	-31-39 p. 640 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.
	-41-49 p. 640 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: Subdivisions for the arts, for individual literatures, for specific literary forms**

ADDC15	DDC23
	<p>–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.</p>
	<p>–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.</p>
<p>–8 Proceed cautiously if considering this number for criticism and biography of authors not chiefly identified with a particular literary form.</p>	<p>–8 p. 641 Proceed cautiously if considering this number for criticism and biography of authors not chiefly identified with a particular literary form.</p>
	<p>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.</p>
	<p>–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.</p>
<p>Table 3-B. Not applicable.</p>	<p>Table 3-B, p. 644</p>

**Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms**

ADDC15	DDC23
	<p>–81–89 p. 645 &amp; 646            Number-building, pt 4 and pt 8            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.</p>
	<p>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.</p>
	<p>–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.</p>
	<p>–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.</p>
	<p>–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.</p>
Table 3-C. Not applicable.	Table 3-C, pp. 665-677 Do not use.

### 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**

ADDC15	DDC23
–3 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.	–32–39 p. 683 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.
–5 The use of –5 is restricted to works with a general, theoretical, philosophical, conceptual, or collective scope. For works of practical or applied grammar, see –82	–5 The use of –5 is restricted to works with a general, theoretical, philosophical, conceptual, or collective scope. For works of practical or applied grammar, see –82
–82 Class here all works of applied or practical grammar including – but not limited to – textbooks, workbooks, handbooks, style guides, etc.	–82 Class here all works of applied or practical grammar including – but not limited to – textbooks, workbooks, handbooks, style guides, etc.

**Table 4: Subdivisions of individual languages and language families**

ADDC15	DDC23
<p>–86 Proceed cautiously if considering this number. Prefer F for stories and numbers from the schedules for topic books, eg science readers in 500.</p>	<p>–86 p. 689 Proceed cautiously if considering this number. Prefer F for stories and numbers from the schedules for topic books, eg science readers in 500.</p>
	<p>–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.</p>

### **3:E7 Table 5: Ethnic and national groups**

Proceed cautiously when considering this table for number-building.

ADDC15	DDC23
<p>Not applicable.</p>	<p>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.</p>

### **3:E8 Table 6: Languages**

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

### **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

ADDC15	DDC23
030 Class here all English-language encyclopaedias.	030 p. 75 Class here all English-language encyclopaedias.
030.2 Class here all English-language works of miscellaneous information.	030.2 p. 75 Class here all English-language works of miscellaneous information.
031 Do not use. Prefer 030.	031 p. 75 Do not use. Prefer 030.
031.02 Do not use. Prefer 030.2.	
032 Do not use. Prefer 030.	032 p. 75 Do not use. Prefer 030.
032.02 Do not use. Prefer 030.2.	
050 Class here all English-language general serial publications.	050 p. 78 Class here all English-language general serial publications.
051 Do not use. Prefer 050.	051 p. 79 Do not use. Prefer 050.
052 Do not use. Prefer 050.	052 p. 79 Do not use. Prefer 050.
080 Class here all English-language general collections.	080 p. 96 Class here all English-language general collections.
081 Do not use. Prefer 080.	081 p. 96 Do not use. Prefer 080.
082 Do not use. Prefer 080.	082 p. 96 Do not use. Prefer 080.

### 3:E10 100 Philosophy & psychology

#### 100 Philosophy & psychology

ADDC15	DDC23
153.4 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.	153.43 p. 129 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.
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

ADDC15	DDC23
	200 p. 167 For the religion and mythology of Australian Aboriginal peoples, class in 298 (permanently unassigned)
230.071 Do not use for works about religious education in secular schools. Prefer 379.2.	230.071 p. 198 Do not use for works about religious education in secular schools. Prefer 379.28.
	290 p. 273 For the religion and mythology of Australian Aboriginal peoples, class in 298 (permanently unassigned)
298 Class here religion, spirituality and creation stories of the Australian Aboriginal peoples.	298 p. 319 Class here religion, spirituality and creation stories of the Australian Aboriginal peoples.
299 Do not class here religion, spirituality and creation stories of the Australian Aboriginal peoples. Prefer 298.	299.92 p.323 Do not class here religion, spirituality and creation stories of the Australian Aboriginal peoples. Prefer 298.

## 3:E12 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.

## 300 Social Sciences

ADDC15	DDC23
	303.4821-.4829 p. 335 Add area notation once only, giving priority in notation to the nation emphasised.
305.6 Class persons occupied with religion at 305.9.	305.6 p. 346 Class persons occupied with religion at 305.9.
305.9 Class here persons occupied with religion.	305.9 p. 347 Class here persons occupied with religion.

**300 Social Sciences**

ADDC15	DDC23
324.2711 –.2719 Do not add standard subdivisions.	
324.274 –.279 Do not add standard subdivisions.	
327.3–.9 Add areas notation twice as instructed. Apply the option.	327.3–.9 p. 410 Add areas notation twice as instructed. Apply the option.
	332.456091 p. 458 Add areas notation twice as instructed. Apply the option.
	332.456093–.456099 p. 458 Add areas notation twice as instructed. Apply the option.
337.3–.9 Add areas notation twice as instructed. Apply the option.	337.3–.9 p. 508 Add areas notation twice as instructed. Apply the option.
	342–349 p. 553 Follow the preferred arrangement for law.
352.23 Class here works on the administrations of particular chief executives. Use 930–990 for their biographies.	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.
362.88 Class here prevention education.	362.88 p. 750 Class here prevention education.
371.26 Class standardised tests for a specific subject, regardless of level, with the subject in 001–999, plus notation 076 from Table 1.	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.
371.3 Class methods of instruction in a specific subject, regardless of level, with the subject in 001–999, plus notation from Table 1.	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.
371.9 Class material on teaching specific subjects with the subject, plus 07– from Table 1.	371.9044 p. 829 Class material on teaching specific subjects with the subject, plus 07– from Table 1.

**300 Social Sciences**

ADDC15	DDC23
371.95 Class material on teaching specific subjects with the subject, plus 07– from Table 1.	371.953 p. 832 Class material on teaching specific subjects with the subject, plus 07– from Table 1.
372.11–.18 For use of drama as a method of instruction use 372.139.	372.11–.18 p. 835 For use of drama as a method of instruction use 372.139.
372.3–.8 Do not use. Class all materials regardless of level with the specific subject.	372.3–.8 p. 837 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.
375 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.	375 p. 853 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.
	382.091 p. 874 Add areas notation twice as instructed. Apply the option.
	382.093–.099 p. 874 Add areas notation twice as instructed. Apply the option.
	382.93–.99 p. 877 Add areas notation twice as instructed. Apply the option.
394 Class here general works on fairs, i.e., where there is an equal emphasis on sideshows. Class agricultural shows in 630.74.	
	394.6 p. 915 Class here general works on fairs, i.e., where there is an equal emphasis on sideshows. Class agricultural shows in 630.74.
	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.

### 300 Social Sciences

ADDC15	DDC23
398.20994 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.	398.20994 p. 880 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.
	398.2452 p. 881 Do not add the numbers following 59 in 592–599.

### 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.

### 400 Language

ADDC15	DDC23
425 The use of 425 is restricted to works with a general, theoretical, philosophical, conceptual, or collective scope. For works of practical or applied grammar, see 428.2	425 The use of 425 is restricted to works with a general, theoretical, philosophical, conceptual, or collective scope. For works of practical or applied grammar, see 428.2
428.2 Class here all works of applied or practical grammar including – but not limited to – textbooks, workbooks, handbooks, style guides, etc.	428.2 Class here all works of applied or practical grammar including – but not limited to – textbooks, workbooks, handbooks, style guides, etc.
427 Including Australian English.	

## 400 Language

ADDC15	DDC23
499 For 'Australian' read 'Aboriginal Australian'.	
	499.15 p. 983 Add to the base number notation 01–08 from Table 4.

## 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 ...'

## 500 Natural sciences and mathematics

ADDC15	DDC23
582.16 Do not use this number for works on specific kinds of trees. Prefer 583–588. For example, Eucalyptus 583.	582.16 p. 1202 Do not use this number for works on specific kinds of trees. Prefer 583–588. For example, Eucalyptus 583.766.

## 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.

**600 Technology (Applied sciences)**

ADDC15	DDC23
<p>613.6 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.</p>	
<p>621.37 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.</p>	
<p>629.133 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.</p>	<p>629.133 32 p. 274 Class here the aerospace engineering aspects of kites. Class the making of toy kites in 745.592. Class flying toy kites for recreation in 796.158.</p>
	<p>629.2222 p. 281 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.</p>
	<p>629.287 p. 286 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.</p>
<p>630.74 Class here agricultural shows. Class general works on fairs, that is, where there is an equal emphasis on sideshows in 394.</p>	<p>630.74 p. 295 Class here agricultural shows. Class general works on fairs, that is, where there is an equal emphasis on sideshows in 394.6.</p>
<p>646.4 Including sewing fancy dress costumes. Class making fancy dress costumes from composite materials in 745.59.</p>	<p>646.478 p. 380 Add 'fancy dress costumes' to examples. Class making fancy dress costumes from composite materials in 745.59.</p>

**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).

**700 The Arts**

ADDC15	DDC23
708.13--19 Use 708.13 only.	708.13--19 p. 540 Use 708.13 only.
741.5 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.	741.5 p. 600 Do not class fotonovelas, comic books, graphic novels here. Prefer F.
	741.56 Class here cartoons, caricatures, comic strips, with or without captions, which do not form a narrative. If in doubt, prefer F.
745.59 Including making fancy dress costumes from composite materials. Class sewing fancy dress costumes in 646.4.	745.59 p. 608 Including making fancy dress costumes from composite materials. Class sewing fancy dress costumes in 646.478.
745.592 Including making toy kites.	745.592 p. 608 Including making toy kites.
759.14--19 Do not use. Class at 759.13.	
781.6 Follow instructions in the Manual entry p. 94, and class comprehensive works on musicians in the most specific number that describes their careers.	781.6 pp. 668--670 Follow instructions in the Manual entry p. 148, and class comprehensive works on musicians in the most specific number that describes their careers.

**700 The Arts**

ADDC15	DDC23
	781.6200901-.62900905 p. 669 Do not use class in 781.62009.
	781.621-.629 p. 670 Add to the base number 781.62 notation 1-9 from Table 5, but do not subdivide further.
	781.711-.719 p. 674 Add to base number 781.71 the numbers following 28 in 281-289, but do not subdivide further.
	781.74-.79 p. 675 Add to base number 781.7 the numbers following 29 in 294-299, but do not subdivide further.
	782.3221-.3229 p. 680 Add to base number 782.322 the numbers following 28 in 281-289, but do not subdivide further.
	782.34-.39 p. 681 Add to base number 782.3 the numbers following 29 in 294-299, but do not subdivide further.
789 Do not use.	789 pp. 712-718 Do not use.
791.43 Do not class dramatic films here. Films which tell a story, or are adaptations of fiction, plays or poetry are classed at fiction, drama or poetry according to the original work on which the film is based.	791.43 p. 723 Do not class dramatic films here. Films which tell a story, or are adaptations of fiction, plays or poetry are classed at fiction, drama or poetry according to the original work on which the film is based.

**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*.

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)

ADDC15	DDC23
808.88 Class here all books of jokes.	808.882 p. 789 Class here all books of jokes.
810–890 para. 1. Class translations with the original works. Note that fiction (including stories in rhyme) in all languages is classed F.	810–890 p. 793 Class translations with the original works. Note that fiction (including stories in rhyme) in all languages is classed F.
	810–890 p. 794 Apply option C [1].

**800 Literature (Belles-lettres)**

ADDC15	DDC23
<p>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.</p>	<p>820.1–828 p. 777 Distinguish English-language literature of Australia by the initial letter A and of New Zealand by the letters NZ, and use special period table on p. 799-801. Do not distinguish English-language literatures of any other country. Use the period table on p. 799-801 only for literatures of Great Britain and Ireland. Do not assign period numbers for English-language literatures of any other country.</p>
<p>822.3 Book numbers for works by or about Shakespeare will consist of the first three letters of the main entry heading.</p>	
	<p>822.33 p. 802 Apply the option for sub-arranging works about and by Shakespeare, but do not adapt for other specific authors.</p>
	<p>822.33/Y p. 803 Do not use. Prefer 821.3 for Shakespeare's poems and critical appraisal of the poems. Class criticism of Shakespeare's work in general in 822.33/D.</p>
<p>A820–828 Use for English-language literature of Australia.</p>	<p>A820–828 Use for English-language literature of Australia.</p>
<p>NZ820–A828 Use for English-language literature of New Zealand.</p>	<p>NZ820–A828 Use for English-language literature of New Zealand.</p>
	<p>891.4 p. 832 Apply the option. Treat literatures of all modern Indic languages as literature of one language, with base number 891.4.</p>
	<p>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.</p>
	<p>894.8 p. 849 Apply the option. Treat literatures of all Dravidian languages as literature of one language, with base number 894.8.</p>

**800 Literature (Belles-lettres)**

ADDC15	DDC23
	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 Including literatures of Australian Aboriginal languages.	899 p. 857-859 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. xlvi) 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 (ADD15, 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 (ADD15, 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 (ADD15 = -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 (ADD15 = -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:

DDC23 & ADDC15	
920.02	
920.03–.09	with notation –3–9 from Table 2
920.71	with notation –093–099 from Table 1
920.72	with notation –093–099 from Table 1

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

ADDC15	DDC23
910 Class biography of individual explorers associated with specific countries in 930–990.	910.92 p. 871 Class biography of individual explorers associated with specific countries in 930–990.
913–919 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.’	913–919 p. 875 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.’
920–920.72 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.	920–920.72 pp. 879-882 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.
	929.2 p. 886 Apply the option.
930–990 Add the note ‘Class here discovery and exploration in specific continents, countries and localities’.	930–990 p. 858 Add the note ‘Class here discovery and exploration in specific continents, countries and localities’.



## **4. SUBJECT CATALOGUING**

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- 4:G1 Applying the SCIS standard subdivision Fiction
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- 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

- Australian Institute for Aboriginal and Torres Strait Islander Studies. *AustLang*. Canberra:  
AIATSIS. <https://collection.aiatsis.gov.au/austlang/search>
- 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>
- The Macquarie Dictionary*. Latest ed., Macquarie Library.

## 4:B REFERENCES

- American Library Association. *Guidelines on Subject Access to Individual Works of Fiction, Drama, etc.* 2nd ed. Chicago: American Library Association, 2000.
- Australian Institute for Aboriginal and Torres Strait Islander Studies. *ALATSIS Thesauri*. Canberra: AIATSIS. <http://thesaurus.aiatsis.gov.au/>
- Baldick, Chris. *The concise Oxford dictionary of literary terms*. 2nd ed. Oxford: Oxford Paperbacks, 2001.
- Dahlberg, Moira. *Stories Unlimited: an Imaginative Writing Game*. Ballarat, Vic.: Wizard, 1996.
- Geoscience Australia. *Place Names Search*. Symonston, ACT: Geoscience Australia. <http://www.ga.gov.au/place-names/>
- Guidelines to Using SCIS Subject Headings*. Carlton South, Vic.: Education Services Australia. <https://www.scisdata.com/media/1739/guidelines-to-using-scis-subject-headings.pdf>
- The Macquarie World Atlas*. Rev. ed. McMahons Point, N.S.W.: Macquarie Library, 1994.
- Medical Subject Headings*. Bethesda, Md.: U.S. National Library of Medicine. <http://www.nlm.nih.gov/mesh/>
- 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>
- The Oxford Companion to Shakespeare*. Oxford: Oxford University Press, 2001.
- Saxby, Maurice, & Winch, Gordon. *Give Them Wings*. 2nd ed. South Melbourne: Macmillan, 1991.
- Shakespeare, William. *Complete Works of William Shakespeare*. Glasgow: HarperCollins, 1994.
- White, Kerry. *Australian Children's Fiction: the Subject Guide*. Milton, Qld.: Jacaranda, 1993.
- White, Kerry. *Australian Children's Fiction: the Subject Guide*. Update. Milton, Qld.: Jacaranda, 1996.

## 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 – 1991-2000**

**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*

*Title:* Easy dressmaking techniques  
*SCIS Subject* **Dressmaking**  
*ScOT Subject* **Dressmaking**

*Title:* Lighthouses of South Australia  
*SCIS Subject* **Lighthouses**  
*ScOT Subject* **Lighthouses**

*Title:* How to play cricket  
*SCIS Subject* **Cricket**  
*ScOT Subject:* **Cricket (Sport)**

### 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*

*Title:* Animal experimentation : opposing viewpoints  
*SCIS Subjects* **Animals – Treatment**  
**Laboratory animals – Moral and ethical aspects**  
**Genetic engineering – Moral and ethical aspects**  
*ScOT Subjects* **Animal experimentation**  
**Genetic engineering**  
**Bioethics**

*Title:* Swinging the billy : indigenous and other styles of Australian bush cookery  
*SCIS Subjects* **Cookery, Australian**  
**Bush food**  
**Cookery, Outdoor**  
*ScOT Subjects* **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*

*Title:* Transport machines (Work has a number of distinct sections on different aspects of transport, i.e. road, two wheels, rail, sea and air)  
*SCIS Subjects* **Aeroplanes**  
**Trains**  
**Vehicles**  
*ScOT Subjects* **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*

*Title:* Answers about the moon, stars and planets  
*SCIS Subjects* **Stars**  
**Planets**  
**Moon**  
*ScOT Subjects* **Stars (Universe)**  
**Planets**  
**Moon**  
NOT Astronomy (SCIS)  
Universe (ScOT)

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*

*Title:* How did you travel to school today?  
*SCIS Subject* **Transport**  
*ScOT Subject* **Transport**  
NOT Buses  
Trains  
Motor cars  
etc.

### 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*

*Title:* The living world  
*Contents:* 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  
*SCIS Subject* **Biology**  
*ScOT Subject* **Life**

#### 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**  
**Dating (Social) – Fiction**  
*ScOT Subjects* **Adolescents**  
**Dating**  
**Fiction**  
*SCIS Genres* **School stories**  
**Love stories**  
*ScOT Genres* **School stories**  
**Love 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 Sandcastles  
653 ## \$a Road runners

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:E CATALOGUING STANDARDS FOR MANGA AND COMIC COMPILATIONS**

5:E1 Authorities

5:E2 General policy

5:E3 Descriptive cataloguing and MARC coding

5:E4 Subject cataloguing

5:E5 Full record examples for manga and comic compilations

## 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>

*Connections*. Education Services Australia. <https://www.scisdata.com/connections/>

*Topic explorer* Services to Schools, National Library of New Zealand.

<https://natlib.govt.nz/schools/topics>

*Queensland Curriculum & Assessment Authority*. <http://www.qcaa.qld.edu.au/>

*Scan*. NSW Office of Schools. <http://scan.nsw.edu.au/>

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.
- If 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
  - metadataand 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/cx/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= '?'

```
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 Ꞥe sscde
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: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.

**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 and a 500 note for distributor.

**000** 01194cgm a2200385 i 4500  
**001** 1357243  
**005** 20080304155059.0  
**007** vducbauuu  
**008** 080304s2008 xxknnn vneng d  
**035** \_\_|a (AU-MeSCI)1357243  
**040** \_\_|a AU-MeSCI \$e rda Ꞥe sscde  
**082** 14 |a 567.9 |b WAL |2 a15  
**082** 04 |a 567.9 |b WAL |2 23  
**245** 00 |a Walking with dinosaurs / |c produced & directed by Jasper James ; series producer Tim Haines.  
**250** \_\_|a Abridged movie length edition.  
**264** \_1 |a [London] : |b BBC Worldwide, |c 2008.  
**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  
**490** 1\_ |a ABC DVD  
**500** \_\_|a Distributed in Australia by Roadshow Entertainment.  
**511** 0\_ |a Narrated by Kenneth Branagh.  
**520** 8\_ |a Summary: The Cretaceous, Triassic and Jurassic periods come to life in this series that shows the Earth through the eyes of individual dinosaurs.  
**521** 8\_ |a Rated: E.  
**650** 07 |a Dinosaurs. |2 scisshl  
**650** \_7 |a Reptiles |x History. |2 scisshl  
**650** \_7 |a Marine animals |x History. |2 scisshl  
**650** \_7 |a Mammals |x History. |2 scisshl  
**650** \_7 |a Birds |x History. |2 scisshl  
**650** \_7 |a Dinosaurs. |2 scot  
**650** \_7 |a Birds. |2 scot  
**650** \_7 |a Mammals. |2 scot  
**650** \_7 |a Reptiles. |2 scot  
**650** \_7 |a Marine habitats. |2 scot  
**650** \_7 |a History. |2 scot  
**700** 1\_ |a James, Jasper.  
**700** 1\_ |a Haines, Tim.  
**700** 1\_ |a Brannaugh, Kenneth.  
**830** \_0 |a ABC DVD.

Items recorded by agencies such as EnhanceTV should not be given a distributor note as their recordings are not available to the public or countries outside Australia, and they are not a commercial distributor such as Marcom.

**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.

```
000 01016cgm a2200301 i 450o
001 1097833
005 20070717122700.0
007 vd || ||
008 020701s2000 xxk028 vleng d
035 __|a (AU-MeSCI) 1097833
040 __|a AU-MeSCI |e rda |e sscde
082 14 |a 599.88 |b UP |2 a15
082 04 |a 599.882 |b UP |2 23
245 00 |a Up with the gibbons | / |c producer Phil Chapman.
264 _1 |a Bristol : |b BBC, |c 2000.
300 __|a 1 cassette (28 min.) : |b sound, colour.
336 __|a two-dimensional moving image|2 rdacontent
337 __|a video |2 rdamedia
338 __|a videocassette |2 rdacarrier
490 1_ |a Richard Morecroft goes wild
511 0_ |a Hosted by Richard Morecroft.
511 0_ |a Narrated by David Attenborough.
520 8_ |a Summary: A day in the life of a gibbon family, the fastest wingless animals in the jungle. They have a unique mode of travel and loud distinctive songs.
521 8_ |a Rated: G.
538 __|a VHS.
650 _7 |a Gibbons. |2 scisshl
650 _7 |a Gibbons. |2 scot
700 1_ |a Morecroft, Richard.
700 1_ |a Attenborough, David.
700 1_ |a Chapman, Phil.
830 _0 |a Richard Morecroft goes wild.
```

### 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

```
000 00855cgm a2200277 i 4500
001 1205207
005 20070717124753.0
007 vd|cba|||
008 050210s2003 dk 060 | vcfre d
035 __|a (AU-MeSCI) 1205207
040 __|a AU-MeSCI |e rda |e sscde
041 0_ |a fre |b eng
082 14 |a 741.5 |b HER |2 a15
082 04 |a 741.59493 |b HER |2 23
245 00 |a Tintin et moi = |b Tintin and I / |c un film de Anders Ostergaard.
246 13 |a Tintin and I
264 _1 |a [Denmark] : |b Angel Production, |c 2003.
300 __|a 1 cassette (60 min.) : |b sound, colour with black and white sequences.
336 __|a two-dimensional moving image|2 rdacontent
337 __|a video |2 rdamedia
338 __|a videocassette |2 rdacarrier
490 1_ |a Masterpiece
500 __|a English subtitles supplied by SBS in 2004.
520 8_ |a Summary: A documentary about Hergé and his major cartoon success, Tintin, based in part
on previously unreleased archive tape footage.
538 __|a VHS.
600 07 |a Hergé. |2 scisshl
650 _7 |a Cartoonists |x Biography. |2 scisshl
650 _7 |a Cartoonists. |2 scot
650 _7 |a Biographies. |2 scot
700 1_ |a Ostergaard, Anders.
830 _0 |a Masterpiece.
```

#### 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 sscde
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 rdacontent
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

ALCTS CRS Committee on Holding Information Holdings Update Forum 2010. *Exploring E-Book Holdings: Relevance and Standards*. <http://ht.ly/2hArW>

Program for Cooperative Cataloging (PCC). *Provider-Neutral E-Resource MARC Record Guidelines*. Washington, D.C.: Library of Congress, 2013.

<http://www.loc.gov/aba/pcc/scs/documents/PCC-PN-guidelines.html>

### 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.

#### **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*

[Canada] : C. Doctorow, 2010.  
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>  
856 40 \$u [http://ebooks.adelaide.edu.au/f/fitzgerald/f\\_scott/gatsby/](http://ebooks.adelaide.edu.au/f/fitzgerald/f_scott/gatsby/)

## 5:D7 Full record examples for e-books

### a) Reproduction of existing print book

000	01182cam a2200349 i 4500
001	1474280
005	20100818135459.0
007	cr
008	100818s1900 xxuac o            d eng d
035	__a (N.S.W.)1474280
040	__a AU-MeSCI  e rda  e sscde
082	14  a 822.3  b SHA  2 a15
082	04  a 822.33  b U3  2 23
100	1_  a Shakespeare, William.
245	10  a Romeo and Juliet /  c by William Shakespeare ; illustrations by Andriolli.
250	__a Green Room edition.
264	_1  a New York :  b H.M. Caldwell Company,  c 1900.
300	__a 1 e-book (138 pages) :  b illustrations, portraits.
336	__a text  2 rdacontent
337	__a computer  2 rdamedia
338	__a online resource  2 rdacarrier
500	__a Description based on online version.
500	__a Illustrated by photographs from life of Maude Adams, and other members of her company.
500	__a Available in multiple formats.
520	8_  a Summary: The story of the passionate love affair between Romeo and Juliet whose families, the Montagues and Capulets, are feuding.
650	_7  a E-books.  2 scisshl
650	_7  a English drama.  2 scisshl
650	_7  a Tragedy.  2 scisshl
650	_7  a Family  x Drama.  2 scisshl
650	_7  a Revenge  x Drama.  2 scisshl
650	_7  a Love  x Drama.  2 scisshl
650	_7  a English drama.  2 scot
650	_7  a Families.  2 scot
650	_7  a Emotions.  2 scot
650	_7  a Retaliation.  2 scot
650	_7  a Revenge tragedies.  2 scot
650	_7  a E-books.  2 scot
856	40  u <a href="http://www.archive.org/details/romeojuliet01shak">http://www.archive.org/details/romeojuliet01shak</a>

b) 'Born digital' e-book

000	01001cam a2200301 i 4500
001	1473377
005	20100812131113.0
007	cr
008	100812s2010 xxc o              d eng d
035	__ a (AU-MeSCI)1473377
040	__ a AU-MeSCI  e rda e sscde
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 <a href="http://craphound.com/ftw/download/">http://craphound.com/ftw/download/</a>

c) e-book available in multiple formats

000	02229cam a2200421 i 4500
001	1761688
005	20160428153649.0
007	cr
008	160428s2016 at c o 000 0 eng d
020	__ a 9781775592693
040	__ a AU-MeSCI  e sscde  e rda
082	14  a 994.009  b WIL  2 a15
082	04  a 994.0099  b WIL  2 23
100	1_  a Wildman, Kim.
245	10  a First among equals : b Australia's prime ministers from Barton to Turnbull /  c Kim Wildman with Derry Hogue.
264	_1  a Wollombi, NSW, Australia :  b Exisle Publishing,  c 2016.
300	__ a 1 e-book (177 pages) :  b portraits.
336	__ a text  2 rdacontent
336	__ a still image  2 rdacontent
337	__ a computer  2 rdamedia
338	__ a online resource  2 rdacarrier
500	__ a Description based on print version record and vendor's metadata.
500	__ a Available in READ, EPUB and PDF formats.
505	8_  a Contents: The early years of Federation (1901-13) -- World War I and the Great Depression (1913-39) -- World War II and its after-effects (1939-49) -- The wonder years (1949-72) -- Multiculturalism and national identity (1972-2015) -- The road ahead (2015- )
520	8_  a Summary: 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)
650	_7  a Prime ministers  x Biography.  2 scisshl
650	_7  a E-books.  2 scisshl
650	_7  a Prime ministers.  2 scot
650	_7  a Politics.  2 scot
650	_7  a History.  2 scot
650	_7  a Biographies.  2 scot
650	_7  a E-books.  2 scot
651	_7  a Australia  x Politics and government.  2 scisshl
651	_7  a Australia  x History.  2 scisshl
700	1_  a Hogue, Derry.

d) e-book featuring additional information to the text of the book

<b>000</b>	01028cam a2200265 i 4500
<b>001</b>	1475723
<b>005</b>	20100830144624.0
<b>007</b>	cr cn
<b>008</b>	090114m20089999xxu o  00  0deng d
<b>020</b>	__a 9781438114880
<b>020</b>	__a 1438114885
<b>035</b>	__a (AU-MeSCI)1475723
<b>040</b>	__a AU-MeSCI  e rda  e sscde
<b>082</b>	14  a 823  b BRO  2 a15
<b>082</b>	04  a 823.8  b BRO  2 23
<b>245</b>	00  a Emily Bronte's Wuthering Heights /  c by Harold Bloom, editor.
<b>246</b>	13  a Wuthering Heights
<b>264</b>	_1  a New York :  b Infobase,  c 2008.
<b>300</b>	__a 1 e-book.
<b>336</b>	__a text  2 rdacontent
<b>337</b>	__a computer  2 rdamedia
<b>338</b>	__a online resource  2 rdacarrier
<b>490</b>	1_  a Bloom's guides
<b>520</b>	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.
<b>600</b>	17  a Bronte, Emily.  t Wuthering Heights.  2 scissh
<b>650</b>	_7  a E-books.  2 scisshl
<b>650</b>	_7  a Novels.  2 scot
<b>650</b>	_7  a E-books.  2 scot
<b>700</b>	1_  a Bloom, Harold.
<b>830</b>	_0  a Bloom's guides.

## 5:E CATALOGUING STANDARDS FOR MANGA AND COMIC COMPILATIONS

### 5:E1 Authorities

RDA: Resource Description & Access *is to be used as the primary standard for the description of manga and comic compilations.*

### 5:E2 General policy

This section of the Standards provides guidelines in cataloguing manga and collections of works previously published as comics.

Manga are a Japanese style of graphic novels, which frequently read from right to left. Manga frequently consists of a single story told over multiple volumes, with each beginning and ending *in medias res*. Individual volumes may or may not have titles. This policy does not refer to Anime resources.

Comic compilations refer to volumes that collect previously published individual comic issues. These titles read as a continuing story presented in a number of volumes. Individual volumes may or may not have unique titles. Examples of comic compilations include: Amazing Spider-Man, Invisible kingdom, Lore Olympics, Animal castle.

Cataloguer judgement may be required in determining whether to apply these instructions; if in doubt, do not apply. These instructions only apply to manifestations in graphic novel format.

### 5:E3 Descriptive cataloguing and MARC coding

#### 5:E3.1 Control field 008

In position 24 (nature of contents) use the code 6- Comics/graphic novels

#### 5:E3.2 Language code 041

Provide language codes when the codes in field 008/25-37 of the record are insufficient to convey full information, such as translation or parallel text.

#### *Examples:*

041 1\_ \$aeng \$hjpn

546 \_\_ \$a Translated from the Japanese.

#### 5:E3.3 Title (245) and Varying form of title (246)

RDA 2.3 lists several preferred sources of information for the title proper on the piece, including title page, cover, spine, colophon, etc. Manga and comics may lack a traditional title page, or the title page may not include the full details. Where possible choose the title proper from the source with the most complete information. If titles differ in different locations include them in 246 if considered important for access.

Record the fullest form of the series title in 245 \$a, with subtitles or parallel titles in \$b where applicable. Record the volume number if applicable in the \$n and the volume title (if present) in the \$p. Whenever possible, match the form of numbering in all volumes of a given continuing title (for example: all “Vol.,” instead of a mix of “Vol.,” “[number],” “Book,” “Volume,” etc.). Include the translator in the \$c if applicable and readily ascertainable. Where applicable, include the volume title as a 246.

Manga titles can be long and complex. It is sometimes necessary to examine external sources such as websites to determine if a phrase is a subtitle or volume title. Other volumes in a series can also provide clarity.

#### *Examples:*

245 10 \$ a Jujutsu kaisen. \$n 8, \$p Hidden inventory / \$c story & art by Gege Akutami ; translation, Stefan Koza.

246 13 \$a Hidden inventory

245 10 \$a Sword art online alternative gun gale online. \$n IV / \$c story by Keiichi Sigsawa ; art by Tadadi Tamori.

245 10 \$a Demon slayer = \$b Kimetsu no yaiba. \$n Volume 22, \$p The wheel of fate / \$c story and art by Koyoharu Gotouge ; translation, John Werry.

246 13 \$a Kimetsu no yaiba. \$n Volume 22

246 13 \$a Wheel of fat

245 10 \$a Trapped in a dating sim : \$b the world of otome games is tough for mobs. \$p Manga. \$n 03 / \$c story, Yomu Mishima ; art, Jun Shiosato ; character design, Monda ; translated by Christine Dashiell.

245 14 \$a The amazing Spider-Man. \$p Worldwide. \$n Vol. 7 / \$c Dan Slott with Christos Gage, writers (#29-30, #790) ; Stuart Immonen (#29-31, #789-791) & Greg Smallwood (#32), pencilers ; Wade Von Grawbadger (#29-31, #789-791) & Greg Smallwood (#32), inkers.

#### **5:E3.4 Series statement (490)**

##### ***Examples:***

490 1\_ \$a Jujutsu kaisen ; \$v 8

490 1\_ \$a Sword art online alternative gun gale online. Manga ; \$v 4

490 1\_ \$a Demon slayer ; \$v volume 22

490 1\_ \$a Trapped in a dating sim. Manga ; \$v 3

490 1\_ \$a Amazing Spider-Man ; \$v vol. 7

#### **5:E3.5 Notes (5XX)**

Create a 500 note for works that read right to left, e.g. when translated from Japanese.

##### ***Examples:***

500 \_\_ \$a Text reads from right to left.

500 \_\_ \$a Reads from back to front, right to left.

Where indicated on the item, include a 521 target audience note.

##### ***Example:***

521 8\_ \$a Rated T for older teen.

Where relevant add a 546 statement.

##### ***Examples:***

041 1\_ \$a eng \$h jpn

546 \_\_ \$a Translated from the Japanese.

### 5:E3.6 Added entry personal/corporate name (700/710)

Include a 700/710 field as appropriate for the translator, penciller and inker if included in the 245 \$c. See Section 2:D5 (RDA 19.3) of these standards.

Access points for other contributors, for example letterers, may be provided if considered important for access.

### 5:E3.7 Series added entry (830)

Provide a series authorised access point for the series title in 245 \$a

#### *Examples:*

830 \_0 \$a Jujutsu kaisen ; \$v 8.

830 \_0 \$a Sword art online alternative gun gale online. \$p Manga ; \$v 4.

830 \_0 \$a Demon slayer ; \$v 22.

830 \_0 \$a Trapped in a dating sim. \$p Manga ; \$v 3.

830 \_0 \$a Amazing Spider-Man ; \$v 7.

### 5:E4 Subject cataloguing (650)

Include SCISSHL and ScOT form headings 'Graphic novels' for all relevant works.

Include SCISSHL and ScOT heading 'Manga' where the work is, or was originally, in Japanese manga style or drawn in the Japanese style.

#### *Examples:*

*Title:* Demon slayer = Kimetsu no yaiba

*Subjects:* 650 \_7 \$aDemonology \$xFiction. \$2scisshl

650 \_7 \$aBrothers and sisters \$xFiction. \$2scisshl

650 \_7 \$aMagic \$xFiction. \$2scisshl

650 \_7 \$aMartial arts \$xFiction. \$2scisshl

650 \_7 \$aRevenge \$xFiction. \$2scisshl

650 \_7 \$aGraphic novels. \$2scisshl

650 \_7 \$aManga. \$2scisshl650 \_7 \$aDemons. \$2scot

650 \_7 \$aSiblings. \$2scot650 \_7 \$aSorcery. \$2scot

650 \_7 \$aMartial arts. \$2scot

650 \_7 \$aRetaliation. \$2scot

650 \_7 \$aGraphic novels. \$2scot

650 \_7 \$aManga. \$2scot

650 \_7 \$aFiction. \$2scot

## 5:E5 Full record examples for manga and comic compilations

### a) Manga with series and volume titles

000 02129nam a22005291i 4500  
001 5367445  
005 20210614131604.0  
007 ta  
008 201231s2021 xxua d 6 000 1 eng d  
020 \_\_ \$a9781974718719  
038 \_\_ \$aAU-MeESA  
039 \_\_ \$aWheelers  
040 \_\_ \$aAU-MeSCI \$erda \$esscde  
041 1\_ \$aeng \$hjpn  
082 14 \$aF \$bAKU \$2a15  
100 1\_ \$aAkutami, Gege.  
245 10 \$aJujutsu kaisen. \$n8, \$pHidden inventory / \$cstory & art by Gege Akutami ; translation, Stefan Koza.  
246 13 \$aHidden inventory  
250 \$aShonen Jump manga edition.  
264 \_1 \$aSan Francisco, CA : \$bVIZ Media,\$c2021.  
300 \_\_ \$a192 pages : \$bchiefly illustrations.  
336 \_\_ \$atext \$2rdacontent  
336 \_\_ \$astill image \$2rdacontent  
337 \_\_ \$aunmediated \$2rdamedia  
338 \_\_ \$avolume \$2rdacarrier  
490 1\_ \$a Jujutsu kaisen ; \$v 8  
500 \_\_ \$aReads from right to left.  
520 8\_ \$aSummary: Yuji Itadori and his classmates are fighting two of the three reincarnated Cursed Womb: Death Paintings brothers. Meanwhile, Megumi Fushiguro loses consciousness after finally defeating a special grade curse that possessed a Sukuna finger!  
521 8\_ \$aRated T+, older teen.  
546 \_\_ \$aTranslated from the Japanese.  
650 \_7 \$aDemonology \$xFiction. \$2scisshl  
650 \_7 \$aMagicians \$xFiction. \$2scisshl  
650 \_7 \$aSecondary schools \$xFiction. \$2scisshl  
650 \_7 \$aManga. \$2scisshl  
650 \_7 \$aGraphic novels. \$2scisshl  
650 \_7 \_aDemons. \$2scot  
650 \_7 \$aWizards. \$2scot  
650 \_7 \$aSecondary schools. \$2scot  
650 \_7 \$aFiction. \$2scot  
650 \_7 \$aManga. \$2scot  
650 \_7 \$aGraphic novels. \$2scot  
655 \_7 \$aSchool stories. \$2scisshl

655 \_7 \$aSupernatural stories. \$2scisshl

655 \_7 \$aSchool stories. \$2scot

655 \_7 \$aSupernatural stories. \$2scot

830 \_0 \$a Jujutsu kaisen ; \$v 8.

#### b) Manga with no volume title

000 02093nam a2200493 i 4500

001 5396880

005 20220224155827.0

007 ta

008 200507s2022 xxua d 6 000 1 eng d

020 \_\_ \$a9781975314064

038 \_\_ \$aAU-MeESA

040 \_\_ \$aAU-MeSCI \$erda \$esscde

041 1\_ \$aeng \$hjpn

082 14 \$aF \$bSIG \$2a15

100 1\_ \$aSigsawa, Keiichi.

245 10 \$aSword art online alternative gun gale online IV / \$cstory by Keiichi Sigsawa ; art by Tadadi Tamori.

250 \_\_ \$aFirst Yen Press edition.

264 \_1 \$aNew York, NY : \$bYen Press, \$c2022.

300 \_\_ \$a175 pages : \$bchiefly illustrations.

336 \_\_ \$atext \$2rdacontent

336 \_\_ \$astill image \$2rdacontent

337 \_\_ \$aunmediated \$2rdamedia

338 \_\_ \$avolume \$2rdacarrier

490 1\_ \$aSword art online alternative gun gale online. Manga ; \$v4

520 8\_ \$aSummary: The Squad Jam is heating up, and Llen's in big trouble. She's pinned down, outgunned, and outnumbered, but only one team stands in her way. With nothing left to lose, she takes the fight to them and charges in, shifting to close-quarters combat. Will LM be able to overcome the odds and win it all?

546 \_\_ \$aTranslated from the Japanese.

650 \_7 \$aFantasy games \$xFiction. \$2scisshl

650 \_7 \$aComputer games \$xFiction. \$2scisshl

650 \_7 \$aVirtual reality \$xFiction. \$2scisshl

650 \_7 \$aCompetition (Psychology) \$xFiction. \$2scisshl

650 \_7 \$aSurvival \$xFiction. \$2scisshl

650 \_7 \$aGraphic novels. \$2scisshl

650 \_7 \$aManga. \$2scisshl

650 \_7 \$aComputer games. \$2scot

650 \_7 \$aVirtual reality. \$2scot

650 \_7 \$aCompetition (Human relations) \$2scot

650 \_7 \$aSurvival. \$2scot

650 \_7 \$aGraphic novels. \$2scot

650 \_7 \$aManga. \$2scot  
655 \_7 \$aScience fiction. \$2scisshl  
655 \_7 \$aScience fiction. \$2scot  
700 1\_ \$aTamori, Tadadi.  
830 \_0 \$aSword art online alternative gun gale online. \$p Manga ; \$v4.

c) Manga with series, parallel series and volume titles

000 02409nam a2200577 i 4500  
001 5366998  
005 20210928113538.0  
007 ta  
008 210609s2021 xxua d 6 000 1 eng d  
020 \_\_ \$a9781974723416  
038 \_\_ \$aAU-MeESA  
040 \_\_ \$aAU-MeSCI \$erda \$esscde  
041 1\_ \$aeng \$hjpn  
082 14 \$aF \$bGOT \$2a15  
100 1 \$aGotoge, Koyoharu.  
245 10 \$aDemon slayer = \$bKimetsu no yaiba. \$nVolume 22, \$pThe wheel of fate / \$cstory and art by Koyoharu Gotouge ; translation, John Werry.  
246 13 \$aKimetsu no yaiba. \$nVolume 22  
246 13 \$aWheel of fate  
250 \_\_ \$aShonen Jump edition.  
264 \_1 \$aSan Francisco, CA : \$bVIZ Media, \$c2021.  
300 \_\_ \$a approximately 192 pages : \$bchiefly illustrations.  
336 \_\_ \$atext \$2rdacontent  
336 \_\_ \$astill image \$2rdacontent  
337 \_\_ \$aunmediated \$2rdamedia  
338 \_\_ \$avolume \$2rdacarrier  
490 1\_ \$a Demon slayer ; \$v volume 22  
500 \_\_ \$aThis book reads from right to left.  
520 8\_ \$aSummary: After centuries of preparation and training, the Demon Slayer Corps has come face-to-face with their nemesis, Muzan Kibutsuji. It is a desperate battle and several Demon Slayers have already been killed. Tanjiro himself has engaged Muzan, and, despite giving it everything he has, is taken out of the fight! Although severely injured and near death, he sees a vision of his ancestor that may hold the key to finally destroying Muzan! Can Tanjiro recover enough strength to fight Muzan to the finish?  
521 \_\_ \$aRated T for teen.  
546 \_\_ \$aTranslated from the Japanese.  
650 \_7 \$aDemonology \$xFiction. \$2scisshl  
650 \_7 \$aBrothers and sisters \$xFiction. \$2scisshl  
650 \_7 \$aMagic \$xFiction. \$2scisshl  
650 \_7 \$aRevenge \$xFiction. \$2scisshl  
650 \_7 \$aGraphic novels. \$2scisshl  
650 \_7 \$aManga. \$2scisshl

650 \_7 \$aDemons. \$2scot  
650 \_7 \$aSiblings. \$2scot  
650 \_7 \$aSorcery. \$2scot  
650 \_7 \$aRetaliation. \$2scot  
650 \_7 \$aGraphic novels. \$2scot  
650 \_7 \$aManga. \$2scot  
650 \_7 \$aFiction. \$2scot  
700 1\_ \$aWerry, John.  
830 \_0 \$a Demon slayer ; \$v 22.

**d) Manga with series and series other title, no volume title**

000 02752nam a22005651i 4500  
001 5411546  
005 20220623145806.0  
007 ta  
008 220610s2022 xxua d 6 000 1 eng d  
020 \_\_ \$a9781648274718  
038 \_\_ \$aAU-MeESA  
040 \_\_ \$aAU-MeSCI \$erda \$esscde  
041 1\_ \$aeng \$hjpn  
082 14 \$aF \$bMIS \$2a15  
100 1\_ \$aMishima, Yomu.  
245 10 \$aTrapped in a dating sim : \$bthe world of otome games is tough for mobs. Manga \$n 03 / \$cstory : Yomu Mishima ; art: Jun Shiosato ; character design: Monda ; translated by Christine Dashiell.  
264 1\_ \$a[Los Angeles, California] : \$bSeven Seas Entertainment, \$c2022.  
300 \_\_ \$a162 unnumbered pages : \$bchiefly illustrations (some colour)  
336 \_\_ \$atext \$2rdacontent  
336 \_\_ \$astill image \$2rdacontent  
337 \_\_ \$aunmediated \$2rdamedia  
338 \_\_ \$avolume \$2rdacarrier  
490 1\_ \$aTrapped in a dating sim. Manga ; \$v3  
500 \_\_ \$aManga based on the original light novels.  
500 \_\_ \$aReads from right to left.  
520 8\_ \$aSummary: The prince and his posse get the smacketh downeth for being so head over heels for Marie!! The successive defeats of Julius and his gang send a cry of dismay rolling across the spectator stands. However, it makes no difference whatsoever to Leon. Now that the prince and his boys have lost, will they break up with Marie as per the terms of the duel? If you're just a background character anyway, why not stir the pot a little? Give those goons who are so used to having their way a good kick in the butt! Death to all hotties! Nobody can stop this absolute heretic of a protagonist from going on an ass-whooping spree!  
546 \_\_ \$aTranslated from the Japanese.  
650 \_7 \$aComputer games \$xFiction. \$2scisshl  
650 \_7 \$aDating (Social) \$xFiction. \$2scisshl  
650 \_7 \$aReincarnation \$xFiction. \$2scisshl

**650** \_7 \$aAdolescents \$xFiction. \$2scisshl  
**650** \_7 \$aGraphic novels. \$2scisshl  
**650** \_7 \$aManga. \$2scisshl  
**650** \_7 \$aDating. \$2scot  
**650** \_7 \$aComputer games. \$2scot  
**650** \_7 \$aAdolescents. \$2scot  
**650** \_7 \$aReincarnation. \$2scot  
**650** \_7 \$aFiction. \$2scot  
**650** \_7 \$aGraphic novels. \$2scot  
**650** \_7 \$aManga. \$2scot  
**700** 1\_ \$aShiosato, Jun.  
**700** 1\_ \$aMonda.  
**700** 1\_ \$aDashiell, Christine.  
**830** 0\_ \$aTrapped in a dating sim. \$pManga \$v3.

#### e) Comic compilation

**000** 02258cam a2200457 i 4500  
**001** 1938987  
**005** 20190917093747.0  
**007** ta  
**008** 190916s2018 xxua d|6|||||| 1 eng d  
**038** AU-MeSCI  
**020** \_\_ \$a9781302902940  
**082** 14 \$aF \$bSLO \$2a15  
**100** 1\_ \$aSlott, Dan.  
**245** 14 \$aThe amazing Spider-Man.\$pWorldwide.\$nVol. 7 /\$cDan Slott with Christos Gage, writers (#29-30, #790) ; Stuart Immonen (#29-31, #789-791) & Greg Smallwood (#32), pencilers ; Wade Von Grawbadger (#29-31, #789-791) & Greg Smallwood (#32), inkers.  
**246** 13 \$aAmazing Spiderman.\$pWorldwide.\$nVol. 7  
**264** \_1 \$aNew York, NY :\$bMarvel Worldwide, Inc.,\$c2018.  
**300** \_\_ \$a160 unnumbered pages :\$bchiefly colour illustrations.  
**336** \_\_ \$atext\$2rdacontent  
**336** \_\_ \$astill image\$2rdacontent  
**337** \_\_ \$aunmediated\$2rdamedia  
**338** \_\_ \$avolume\$2rdacarrier  
**490** 1\_ \$aAmazing Spider-Man ; \$vol. 7  
**500** \_\_ \$aContains material originally published in magazine form as Amazing Spider-Man (2015) #29-32 and #789-791.  
**500** \_\_ \$aSpider-Man created by Stan Lee & Steve Ditko.  
**520** 8\_ \$aSummary: What will the Secret Empire mean for the Amazing Spider-Man? The return of Otto Octavius. He's allied himself with Steve Rogers and Hydra and he has a personal mission - to take down the company that he helped create: Parker Industries. Spider-Man is already overwhelmed from the chaos of Secret Empire, but now, facing one of his greatest enemies who's back from the grave, more powerful than ever before and following orders from Captain America himself, does Spider-Man stand a chance?

**521** 8\_ \$aRated: T.

**650** \_7 \$aHeroes\$xFiction.\$2scisshl

**650** \_7 \$aGood and evil\$xFiction.\$2scisshl

**650** \_7 \$aGraphic novels.\$2scisshl

**650** \_7 \$aHeroes.\$2scot

**650** \_7 \$aGood and evil.\$2scot

**650** \_7 \$aFiction.\$2scot

**650** \_7 \$aGraphic novels.\$2scot

**700** 1\_ \$aGage, Christos.

**700** 1\_ \$aImmonen, Stuart.

**700** 1\_ \$aSmallwood, Greg.

**700** 1\_ \$aVon Grawbadger, Wade.

**830** \_0 \$aAmazing Spider-Man ; \$v7.

## **6. MARC CODING: BIBLIOGRAPHIC RECORDS**

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### **6:B PRINCIPLES**

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## 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, frameworks have been constructed for several bibliographic types, with the many common codes set as the default. As changes occur in the standards, the frameworks will be revised.

## 6:C1 Leader

Character position	Name
00–04	Record length (System generated)
05	Record status c = Corrected or revised (Legacy code) n = Published (Default) The record is complete and ready for publication to SCIS Data. r = Draft The record is complete, but will not be published to SCIS Data, until the record has been checked by a senior cataloguer OR it is a pre-publication record and the cataloguer is waiting for additional data. w = Workfile The record has not been completed, and will not be published to SCIS Data. Used by cataloguers as a temporary 'save' of a record if required.
06	Type of record a = Language material c = Notated music d = Manuscript notated music e = Cartographic material f = Manuscript cartographic material g = Projected medium i = Nonmusical sound recording j = Musical sound recording k = Two-dimensional nonprojectable graphic m = Computer file (Electronic resource) o = Kit p = Mixed materials r = Three-dimensional artifact or naturally occurring object t = Manuscript language material
07	Bibliographic level a = Monographic component part Examples are a chapter in a book; a map on a single sheet that contains several maps; an article in a single issue of a periodical. i - Integrating resource A bibliographic resource that is added to or changed by means of updates that are integrated into the whole. Examples include updating loose-leaf publications and updating websites. m = Monograph/item s = Serial
08–16	System-generated: for details see MARC 21.
17	Encoding level # = Full level 1 = Full level, material not examined 8 = Prepublication level
18	Descriptive cataloguing form a = 2nd edition of AACR2 i = ISBD punctuation included Use for records created using RDA.

19

Multipart resource record level

# = Not specified or not applicable

20–23

System-generated: for details see MARC 21.

## 6:C2 Directory

Character position	Name
00–11	System-generated: for details see MARC 21.

## 6:C3 Control fields

Character position	Name
001	SCIS record number (NR) (System-generated)
005	Date and time of last transaction (NR) (System-generated) yyyymmddhhmmss.f
006	Linking field (R) This field is not used in current SCIS cataloguing: for details, see MARC 21.

## 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

00	Category of material a = Map
01	Specific material designation d = Atlas g = Diagram j = Map k = Profile q = Model r = Remote-sensing s = Section u = Unspecified y = View z = Other   = No attempt to code

### 007–Electronic resource

00	Category of material c = Electronic resource
01	Specific material designation a = Tape cartridge b = Chip cartridge c = Computer optical disc cartridge d = Computer disc, type unspecified e = Computer disc cartridge, type unspecified

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 = Filmstrip  
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

- 01 k = Nonprojected graphic
- 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.  
YYMMDD

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

008/06 s  
008/07-10 2015  
008/07-10 #####  
264 #1 \$a Sydney :\$b Hachette, \$c 2015.

008/06 s  
008/07-10 2012  
008/07-10 #####  
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.

008/06 c  
008/07-10 2003  
008/07-10 9999  
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.

008/06 d  
008/07-10 19uu  
008/07-10 2001  
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.

008/06 m  
008/07-10 1980  
008/07-10 1981  
264 #1 \$a Oxford : \$b Technical Press, \$c 1980-1981.



- 24–27 Nature of contents (books)  
 b – Bibliographies  
 c – Catalogs  
 d - Dictionaries  
 e – Encyclopedias  
 r – Directories  
 6 - Comics/graphic novels  
 | = No attempt to code
- 28 Government publication (books)  
 # = Not a government publication  
 f = Federal/national  
 s = State  
 l = Local  
 | = No attempt to code
- 29 Conference publication (books)  
 0 - Not a conference publication  
 1 - Conference publication  
 | = No attempt to code
- 30 Festschrift (books)  
 0 - Not a festschrift  
 1 - Festschrift  
 | = No attempt to code
- 31 Index (books)  
 0 - No index  
 1 - Index present  
 | = No attempt to code
- 32 Undefined (books)
- 33 Literary form (books)  
 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  
 | = No attempt to code
- 34 Biography (books)  
 # = No biographical material  
 a = Autobiography  
 b = Individual biography  
 c = Collective biography  
 d = Contains biographical information  
 | = No attempt to code

- 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  
ct Cantatas  
cz Canzonas  
cr Carols  
ca Chaconnes  
cs Chance compositions  
cp Chansons, polyphonic  
cc Chant, Christian  
cb Chants, Other religions  
cl Chorale preludes  
ch Chorales  
cg Concerti grossi  
co Concertos  
cy Country music  
df Dance forms (Separate codes are defined for mazurkas, minuets, pavans, polonaises, and waltzes)  
dv Divertimentos, serenades, cassations, divertissements, nocturni  
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

n = Newspaper  
p = Periodical  
w = Updating web site  
| = No attempt to code

- 28 Government publication (continuing resources)  
# = Not a government publication  
f = Federal/national  
s = State  
l = Local  
| = No attempt to code
- 29 Conference publication (continuing resources)  
| = No attempt to code
- 34 Entry convention  
0 = Successive entry

## 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 1 – Universal Product Code (UPC)  
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*

40 ## \$a AU-MeSCI \$e rda \$e sscde

Records created since 2021 will all contain AU-MeSCI as the original cataloguing agency. Legacy record may include other cataloguing agency code such as N.S.W. and NZSC.

### *Punctuation*

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

## 41 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*

41 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:C6 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 implemented 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 London : \$b Acropolis Books, \$c 1997.
264	#1	\$a New York, NY : \$b Alan R. Liss, Inc., \$c 2005-
264	#1	\$a Sydney, NSW : \$b HarperCollins Publishers, \$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 rdaccontent  
336 ## \$a text \$2 rdaccontent  
336 ## \$a three-dimensional moving image \$2 rdaccontent

#### ***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 Undefined  
Subfield codes a

#### *Example*

501 ## \$a With: Fred Fraction -- Supermaths -- Five in a row -- Find the dragon --  
Apple darts -- Roman number fun.

### 504 Bibliography, etc. note (R)

Tag 504  
Indicators Undefined  
Subfield codes a

#### *Example*

504 ## \$a Includes bibliography.

#### *Punctuation*

504 ends with a full stop unless another mark of punctuation is present.

### 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.  
521 8# \$a Rated T for older teen.  
521 8# \$a Back cover: Adult fiction.  
521 8# \$a For teenagers and their parents. (Front cover)

### *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
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 : \$c 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 : \$c 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	650	
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	651	
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	653	
Indicators	First indicator	# – No information provided
	Second indicator	Undefined
Subfield codes	a	

### *Examples*

653	##	\$a Easter eggs
653	##	\$a Iron (Household appliance)

### *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) \$2scisshl  
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 placed 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	
Indicators	First indicator	1 – Do not display note
	Second indicator	0 – Continues
		1 – Continues in part
		4 – Formed by the union of ... and ...
		5 – Absorbed
		6 – Absorbed in part
		7 – Separated from
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)

Tag		856
Indicators	First indicator	Access method # – No information provided 4 – HTTP
	Second indicator	Relationship # – No information provided 0 – Resource 1 – Version of resource 2 – Related resource 8 – No display constant generated

Subfield codes u, z, 3

#### *Examples*

245	00	\$a Lina und Leo
856	40	\$u <a href="http://www.goethe.de/z/50/linaleo/start2.htm">http://www.goethe.de/z/50/linaleo/start2.htm</a>
245	04	\$a Biography
856	42	\$u <a href="http://resolver.thelearningfederation.edu.au/rft_id=10257/5827790&amp;req.service=viewdetails">http://resolver.thelearningfederation.edu.au/rft_id=10257/5827790&amp;req.service=viewdetails</a> \$z Choose access registered by your jurisdiction
245	04	\$a The beasts within
856	42	\$3 Accompanying website \$u <a href="http://www.abc.net.au/beasts/">http://www.abc.net.au/beasts/</a>

## 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 considered important for SCIS cataloguing staff.

Tag 039  
Indicators Undefined  
Subfield codes a = Cataloguer's note

#### *Examples*

039 ## \$a Overdrive title.

#### *Punctuation*

039 ends with a full stop unless another mark of punctuation is present.

### 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 xkac 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.  
**264** \_1 |a Oxford : |b Osprey Aviation, |c 2000.  
**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 scisshl  
**650** \_7 |a World War, 1914-1918 |x Air operations. |2 scisshl  
**650** \_7 |a Aeronautics, Military |x History. |2 scisshl  
**650** \_7 |a Albatros (Aeroplane) |2 scisshl  
**650** \_7 |a Fighter planes |x History. |2 scisshl  
**650** \_7 |a Air pilots |x Biography. |2 scisshl  
**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 sscde  
**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.

## 6:D2 Serial

**000** 01237cas a2200313 i 4500  
**001** 1310000  
**005** 20070711100929.0  
**007** ta  
**008** 060822c20049999nz ar p f0 a0eng d  
**022** \_\_|a 1176-7286  
**035** \_\_|a NZSC(1310000)  
**040** \_\_|a NZSC |e rda |e sscde  
**082** 14 |a 371.8269 |b INT |2 a15  
**082** 04 |a 371.82691 |b INT |2 23  
**245** 00 |a International education update : |b a newsletter for New Zealand providers of international education / |c produced by the Ministry of Education.  
**264** \_1 |a [Wellington] : |b Ministry of Education, International Policy and Development Unit, |c 2004-  
**300** \_\_|a volumes : |b colour illustrations.  
**310** \_\_|a Annual  
**336** \_\_|a text |2 rdacontent  
**337** \_\_|a unmediated |2 rdamedia  
**338** \_\_|a volume |2 rdacarrier  
**362** 1\_ |a Began with August 2004 issue.  
**500** \_\_|a Title from caption.  
**500** \_\_|a Continues: Export education in New Zealand.  
**520** 8\_ |a Summary: Contains articles for teachers of international education in New Zealand.  
**650** \_7 |a International students |x Periodicals. |2 scisshl  
**650** \_7 |a Students |z New Zealand. |2 scisshl  
**650** \_7 |a International students. |2 scot  
**650** \_7 |a Magazines. |2 scot  
**710** 1\_ |a New Zealand. |b Ministry of Education. |b International Policy and Development Unit.  
**780** 10 |t Export 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.  
264 \_1 |a Van Nuys, CA. : |b Alfred Music Publishing, |c 2005.  
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. |n Level 2, |p 2-part with piano.

## 6:D4 Cartographic material

**000** 00938cem a2200253 i 4500

**001** 936033

**005** 20070717135402.0

**007** aj cauaa

**008** 870727s1996 at a bh a 0 eng d

**035** \_\_|a (AU-MeSCI)936033

**040** \_\_|a AU-MeSCI |e rda |e sscde

**082** 14 |a 912.945 |b BER |2 a15

**082** 04 |a 912.9452 |b BER |2 23

**245** 00 |a Berwick / |c prepared by Geographic Resource Group, OGDC at the State Data Centre, Ballarat, for the Geography Teachers' Association of Victoria.

**255** \_\_|a Scale 1:25,000.

**264** \_1 |a Ballarat, Victoria : |b Geographic Resource Group, |c 1996.

**300** \_\_|a 1 map : |b colour, plastic.

**336** \_\_|a cartographic image |2 rdacontent

**337** \_\_|a unmediated |2 rdamedia

**338** \_\_|a sheet |2 rdacarrier

**490** 1\_ |a Topographic map extracts ; |v 1

**500** \_\_|a Includes inset of aerial photograph of the area.

**520** 8\_ |a Summary: Contour map of Berwick with aerial photograph.

**650** \_7 |a Contour maps. |2 scot

**651** \_7 |a Berwick (Vic.) |x Maps. |2 scisshl

**710** 2\_ |a State Data Centre (Ballarat, Vic.). |b Geographic Resource Group.

**830** \_0 |a Topographic map extracts ; |v 1.

## 6:D5 Video file

000 01601ngm a2200385 i 4500  
001 1601690  
005 20130321125005.0  
007 vz cza|||  
008 130321s2013 at 015 |ov|eng d  
035 \_\_|a (AU-MeSCI)1601690  
040 \_\_|a AU-MeSCI |e rda |e sscde  
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 rdacontent  
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:D6 Videorecording (DVD)

**000** 01369cgm a2200325 i 4500  
**001** 1317101  
**005** 20070718105225.0  
**007** vd|cva|||  
**008** 070502s2006 at 090 | v|eng d  
**035** \_\_|a (AU-MeSCI)1317101  
**040** \_\_|a AU-MeSCI |e rda |e sscde  
**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 away, 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.

## 6:D7 Musical sound recording

**000** 00853cjm a2200205 i 4500  
**001** 950503  
**005** 20070717163737.0  
**007** sd||||||||||  
**008** 980917s1998 at ppn nn eng d  
**035** \_\_|a (AU-MeSCI)950503  
**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.  
**264** \_1 |a [Canning Vale, W.A.] : |b Music Made Easy, |c 1998.  
**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.

## 6:D8 Audio book

**000** 02221cim a2200481 i 4500  
**001** 1609663  
**005** 20170607115530.0  
**007** cr||a|||||||  
**008** 130515s2012\\|xxu|||vo|||||||\\engld  
**020** |a 9780449015063  
**035** |a (AU-MeSCI)1609663  
**039** |a Overdrive title.  
**040** |a AU-MeSCI |e rda |e sscde  
**082 14** |a 910.9163 |b HOP |2 a15  
**082 04** |a 910.91634 |b HOP |2 23  
**100 1** |a Hopkinson, Deborah.  
**245 10** |a Titanic : |b voices from the disaster / |c Deborah Hopkinson.  
**250** |a Unabridged.  
**264 1** |a [New York] : |b Listening Library, |c 2012.  
**300** |a 1 online resource (audio file : 295 min.)  
**336** |a spoken word |2 rdacontent  
**337** |a computer |2 rdamedia  
**337** |a audio |2 rdamedia  
**338** |a online resource |2 rdacarrier  
**500** |a Available in Overdrive LISTEN format.  
**500** |a Description based on print version record and vendor's metadata.  
**511 1** \_ |a Read by Mark Bramhall, Peter Altschuler and others.  
**520 8** \_ |a Summary: Author Deborah Hopkinson weaves together the voices of Titanic survivors and witnesses to the disaster to bring the horrors of that terrible night to life. There's nine-year-old Frankie Goldsmith; Violet Jessop, a young stewardess; Jack Thayer, an American high school senior; Colonel Archibald Gracie, a well-to-do gentleman; William Murdoch, a brave seaman; Charlotte Collyer, a young mother on her way to start a new life; and many others.  
**610 27** |a Titanic (Ship) |x Biography. |2 scisshl  
**650 \_ 7** |a Passenger ships |x Biography. |2 scisshl  
**650 \_ 7** |a Shipwrecks |z Atlantic Ocean |x Biography. |2 scisshl  
**650 \_ 7** |a Survival |x Biography. |2 scisshl  
**650 \_ 7** |a Audiobooks. |2 scisshl  
**650 \_ 7** |a Passengers. |2 scot  
**650 \_ 7** |a Passenger ships. |2 scot  
**650 \_ 7** |a Shipwrecks. |2 scot  
**650 \_ 7** |a Survival. |2 scot  
**650 \_ 7** |a Biographies. |2 scot  
**650 \_ 7** |a Talking books. |2 scot  
**700 1** \_ |a Bramhall, Mark.  
**700 1** |a Altschuler, Peter.

## 6:D9 Picture

**000** 00646ckm a2200229 i 4500  
**001** 1281555  
**005** 20070717164512.0  
**007** ki|||  
**008** 060814s2006 xxknnn | ineng d  
**020** \_\_|a 1903619122  
**035** \_\_|a (N.S.W.)1281555  
**040** \_\_|a AU-MeSCI |e rda |e sscde  
**082** 14 |a 428.1 |b ALT |2 a15  
**082** 04 |a 428.1 |b ALT |2 23  
**245** 00 |a Alternative spelling poster and alphabet poster.  
**264** \_1 |a Chigwell : |b Jolly Learning, |c [2006?]  
**300** \_\_|a 2 posters : |b colour.  
**336** \_\_|a still image |2 rdacontent  
**337** \_\_|a unmediated |2 rdamedia  
**336** \_\_|a sheet |2 rdacarrier  
**490** 1\_ |a Jolly phonics  
**520** 8\_ |a Summary: Colourful presentation of alphabet and spelling conventions.  
**650** \_7 |a English language |x Spelling. |2 scisshl  
**650** \_7 |a Alphabet. |2 scisshl  
**650** \_7 |a English language. |2 scot  
**650** \_7 |a Alphabets (Writing systems) |2 scot  
**650** \_7 |a Spelling. |2 scot  
**830** \_0 |a Jolly phonics.

## 6:D10 Electronic resource (CD-ROM)

000 01229cmm a2200313 i 4500  
001 1029321  
005 20070717165240.0  
007 co c|a|l|||||  
008 001129s2000 xxu u eng d  
035 \_\_|a 1029321  
035 \_\_|a (N.S.W.)1029321  
040 \_\_|a AU-MeSCI |e rda |e ssode  
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; 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; Internet browser; 56K modem; Internet service provider; 12x CD-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

**000** 01284com a2200301 i 4500  
**001** 1322306  
**005** 20070717170113.0  
**007** ou  
**008** 070607s2007 nz nnn | | bneng d  
**020** \_\_|a 9781877421556  
**035** \_\_|a (AU-MeSCI)1322306  
**040** \_\_|a AU-MeSCI |e rda |e sscde  
**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 rdacontent  
**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 scisshl  
**650** \_7 |a Oral reading |x Study and teaching. |2 scisshl  
**650** \_7 |a One act plays. |2 scisshl  
**650** \_7 |a New Zealand drama. |2 scisshl  
**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

## 6:D12 App

000 01009cmm a2200265 i 4500  
001 1553720  
005 20130516111005.0  
007 cr||||  
008 120411s2012 at o | | eng d  
035 \_\_|a (N.S.W.)1553720  
040 \_\_|a AU-MeSCI |e rda |e sscde  
082 14 |a 613.2 |b FOO |2 a15  
082 04 |a 613.2 |b FOO |2 23  
245 00 |a FoodSwitch.  
246 13 |a Food switch  
264 \_1 |a [Australia] : |b Bupa Australia, |c 2012.  
300 \_\_|a 1 app.  
336 \_\_|a text |2 rdacontent  
337 \_\_|a computer |2 rdamedia  
338 \_\_|a online resource |2 rdacarrier  
500 \_\_|a Produced in partnership with the George Institute for Global Health.  
520 8\_ |a 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.  
538 \_\_|a System requirements: Compatible with iPhone 3GS, iPhone 4, iPhone 4S, iPad1 2 & iPad (3rd generation) or Android2 devices running versions 2.1, 2.2, 2.3.x, or 4.0.x.  
650 \_7 |a Apps. |2 scisshl  
650 \_7 |a Nutrition. |2 scisshl  
650 \_7 |a Food. |2 scisshl  
650 \_7 |a Diet. |2 scot  
650 \_7 |a Food products. |2 scot  
650 \_7 |a Mobile apps. |2 scot  
856 40 |u <http://www.bupa.com.au/health-and-wellness/tools-and-apps/mobile-apps/foodswitch-app>  
856 40 |u <http://itunes.apple.com/au/app/foodswitch/id478225318?ls=1&mt=8>

## 6:D13 Toy

000 00732crm a2200241 i 4500  
001 1052345  
005 20070718102054.0  
007 z|  
008 010705s1980 xx nnn wneng d  
035 \_\_|a (N.S.W.)1052345  
040 \_\_|a AU-MeSCI |e rda |e sscde  
082 14 |a 791.5 |b HAN |2 a15  
082 04 |a 791.53 |b HAN |2 23  
245 00 |a Hand puppets.  
264 \_1 |a [Europe?] : |b [publisher not identified], |c [1980?]  
300 \_\_|a 2 hand puppets : |b plastic, felt hands, synthetic hair, wire glasses, raffia, cotton robes.  
336 \_\_|a three-dimensional form |2 rdacontent  
337 \_\_|a unmediated |2 rdamedia  
338 \_\_|a object |2 rdacarrier  
500 \_\_|a Title supplied by cataloguer.  
520 8\_ |a Summary: Two hand puppets representing a grandmother and princess.  
650 \_7 |a Puppets and puppet shows. |2 scisshl  
650 \_7 |a Grandmothers. |2 scisshl  
650 \_7 |a Princes and princesses. |2 scisshl  
650 \_7 |a Hand puppets. |2 scot  
650 \_7 |a Princes. |2 scot  
650 \_7 |a Princesses. |2 scot  
650 \_7 |a Grandparents. |2 scot

## 6:D14 Game

**000** 00882crm a2200301 a 450  
**001** 1324535  
**005** 20070718103355.0  
**007** zz  
**008** 070621s2007 ii nnn || gneng d  
**035** \_\_|a (AU-MeSCI)1324535  
**040** \_\_|a AU-MeSCI |e rda |e sscde  
**082** 14 |a 428.1 |b FUN |2 a15  
**082** 04 |a 428.1 |b FUN |2 23  
**245** 00 |a Fun with phonics : |b vowel match ups!  
**246** 13 |a Vowel match ups!  
**264** \_1 |a New Delhi : |b Creative Educational Aids, |c [2007?]  
**300** \_\_|a 25 sets of two-piece jigsaw puzzles.  
**336** \_\_|a three-dimensional form |2 rdacontent  
**337** \_\_|a unmediated |2 rdamedia  
**338** \_\_|a object |2 rdacarrier  
**490** 1\_ |a Creatives  
**500** \_\_|a Instructions inside lid.  
**500** \_\_|a On container: Ages 4 & up.  
**520** 8\_ |a Summary: This game uses phonetics to help children improve their reading skills by learning the sounds of short and long vowels.  
**650** \_7 |a Phonetics. |2 scisshl  
**650** \_7 |a English language |x Vocabulary. |2 scisshl  
**650** \_7 |a Word games. |2 scisshl  
**650** \_7 |a Jigsaw puzzles. |2 scisshl  
**650** \_7 |a Vowels. |2 scot  
**650** \_7 |a Vocabularies. |2 scot  
**650** \_7 |a English language. |2 scot  
**650** \_7 |a Puzzles. |2 scot  
**650** \_7 |a Educational games. |2 scot  
**830** \_0 |a Creatives.

## 6:D15 Braille

000 00602cam a2200205 i 4500  
001 1074102  
005 20070718104248.0  
007 fb |||||  
008 020130s2001 at f 000 1 eng d  
035 \_\_|a (N.S.W.)1074102  
040 \_\_|a AU-MeSCI |e rda |e sscde  
082 14 |a F |b WHI |2 a15  
100 1\_ |a White, E.B.  
245 10 |a Charlotte's web / |c E.B. White.  
264 \_1 |a Burwood, N.S.W. : |b Royal Blind Society of New South Wales, |c [2001?]  
300 \_\_|a 3 volumes of interpoint braille.  
336 \_\_|a tactile text |2 rdacontent  
337 \_\_|a unmediated |2 rdamedia  
338 \_\_|a volume |2 rdacarrier  
520 8\_ |a 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.  
650 \_7 |a Spiders |x Fiction. |2 scisshl  
650 \_7 |a Farm animals |x Fiction. |2 scisshl  
650 \_7 |a Spiders. |2 scot  
650 \_7 |a Fiction. |2 scot  
650 \_7 |a Livestock. |2 scot

## **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
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### **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, frameworks 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 ( <i>System-generated</i> )
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 ( <i>System-generated</i> ) yyyymmddhhmmss.f
008	<b>Fixed-length data elements</b>
	Character position    Name
00–05	Date entered on file ( <i>System-generated</i> ) 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 ( <i>SCIS default</i> )
08	Language of catalog # = No information provided

Character position	Name
09	Kind of record a = Established heading b = Reference record (untraced record) c = Reference record (traced record) d = Subdivision record
10	Descriptive cataloguing rules c = AACR 2 (Used for name authorities until June 2013) n = Not applicable (Use for topical subject headings) z = Other (Use for name authorities, including geographic names, name/titles, or preferred titles created according to RDA)
11	Subject heading system//Thesaurus z – Other
12	Type of series a = Monographic series c = Series-like phrase n = Not applicable
13	Numbered series a = Numbered b = Unnumbered n = Not applicable
14	Heading use – main or added entry a = Appropriate (Use for name authorities) b = Not appropriate (May be used for subject authorities)
15	Heading use – subject added entry a = Appropriate (Use for subject authorities) b = Not appropriate (May be used for name and series authorities)
16	Heading use – Series added entry a = Appropriate b = Not appropriate
17	Type of subject subdivision n = Not applicable
18–27	Undefined character positions
28	Type of government agency   = No attempt to code
29	Reference evaluation a = Tracings are consistent with the heading n = Not applicable
30	Undefined character position

Character position	Name
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

Subdivision	n: Not applicable
Romanization Scheme	: No attempt to code
Language of Catalog	_: No information provided
Kind of Record	a: Established heading record
Cataloging Rules	z: Other
Subject Heading System/Thesaurus	z: Other
Type of Series	n: Not applicable
Numbered or Unnumbered Series	n: Not applicable
Heading Use – Main or Added Entry	a: Appropriate
Heading Use – Subject Added Entry	a: Appropriate
Heading Use – Series Added Entry	b: Not Appropriate
Subject Subdivision	n: Not applicable
Govt. Agency	: No attempt to code
Reference Evaluation	a: Tracings are consistent with the heading
Record Update	a: Record can be used
Undifferentiated Personal Name	a: Differentiated personal name
Level of Establishment	a: Fully established heading
Modified Record	_: Not modified
Cataloguing Source	d: Other sources

### 7:C4.2 008 field for personal name used as main or added entry only

Subdivision	n: Not applicable
Romanization Scheme	: No attempt to code
Language of Catalog	_: No information provided
Kind of Record	a: Established heading record
Cataloging Rules	z: Other
Subject Heading System/Thesaurus	z: Other
Type of Series	n: Not applicable
Numbered or Unnumbered Series	n: Not applicable
Heading Use – Main or Added Entry	a: Appropriate
Heading Use – Subject Added Entry	b: Not Appropriate
Heading Use – Series Added Entry	b: Not Appropriate
Subject Subdivision	n: Not applicable
Govt. Agency	: No attempt to code
Reference Evaluation	a: Tracings are consistent with the heading
Record Update	a: Record can be used
Undifferentiated Personal Name	a: Differentiated personal name
Level of Establishment	a: Fully established heading
Modified Record	_: Not modified
Cataloguing Source	d: Other sources

### 7:C4.3 008 field for personal name used as subject only

Subdivision	n: Not applicable
Romanization Scheme	: No attempt to code
Language of Catalog	_ : No information provided
Kind of Record	a: Established heading record
Cataloging Rules	z: Other
Subject Heading System/Thesaurus	z: Other
Type of Series	n: Not applicable
Numbered or Unnumbered Series	n: Not applicable
Heading Use – Main or Added Entry	b: Not Appropriate
Heading Use – Subject Added Entry	a: Appropriate
Heading Use – Series Added Entry	b: Not Appropriate
Subject Subdivision	n: Not applicable
Govt. Agency	: No attempt to code
Reference Evaluation	a: Tracings are consistent with the heading
Record Update	a: Record can be used
Undifferentiated Personal Name	a: Differentiated personal name
Level of Establishment	a: Fully established heading
Modified Record	_ : Not modified
Cataloguing Source	d: Other sources

### 7:C4.4 008 field for Subject (topical)

Subdivision	n: Not applicable
Romanization Scheme	: No attempt to code
Language of Catalog	_ : No information provided
Kind of Record	a: Established heading record
Cataloging Rules	n: Not applicable
Subject Heading System/Thesaurus	z: Other
Type of Series	n: Not applicable
Numbered or Unnumbered Series	n: Not applicable
Heading Use – Main or Added Entry	b: Not Appropriate
Heading Use – Subject Added Entry	a: Appropriate
Heading Use – Series Added Entry	b: Not Appropriate
Subject Subdivision	n: Not applicable
Govt. Agency	: No attempt to code
Reference Evaluation	a: Tracings are consistent with the heading
Record Update	a: Record can be used
Undifferentiated Personal Name	n: Not applicable
Level of Establishment	a: Fully established heading
Modified Record	_ : Not modified
Cataloguing Source	d: Other sources

### 7:C4.5 008 field for Series (numbered)

Subdivision	n: Not applicable
Romanization Scheme	: No attempt to code
Language of Catalog	_ : No information provided
Kind of Record	a: Established heading record
Cataloging Rules	z: Other
Subject Heading System/Thesaurus	z: Other
Type of Series	a: Monographic series
Numbered or Unnumbered Series	a: Numbered series
Heading Use – Main or Added Entry	a: Appropriate
Heading Use – Subject Added Entry	b: Not Appropriate
Heading Use – Series Added Entry	a: Appropriate
Subject Subdivision	n: Not applicable
Govt. Agency	: No attempt to code
Reference Evaluation	: No attempt to code
Record Update	a: Record can be used
Undifferentiated Personal Name	n: Not applicable
Level of Establishment	a: Fully established heading
Modified Record	_ : Not modified
Cataloguing Source	d: Other sources

## 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 AU-MeSCI \$f scot

Records created since 2021 will all contain AU-MeSCI as the original cataloguing agency.

Legacy record may include other cataloguing agency code such as N.S.W. and NZSC.

#### *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**

Tag 130  
Indicators First indicator Undefined  
Second indicator 0  
Subfield codes a, n, p, x, y, z  
subfields m, o, r, s may be used for music headings

### ***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**

Tag 150  
Indicators Undefined  
Subfield codes If 040 \$f = scisshl: a, x, y, z  
If 040 \$f = scot: a

### ***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**

Tag 151  
Indicators Undefined  
Subfield codes If 040 \$f = scisshl: a, x, y, z  
If 040 \$f = scot: a

### ***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.

#### **360 Complex see also reference – Subject**

Tag 360  
Indicators Undefined  
Subfield codes a, i

#### ***Examples***

150 ## \$a Fishes  
360 ## \$i names of specific fish e.g. \$a Barramundi; Grayling

### ***Punctuation***

360 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.

## 7:C8 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**

\$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

MARC 21 Authority Records

Folklore	150 ## \$a Folklore
SN Use for stories based specifically on oral traditions ...	
SEN See also subjects ... with the subdivision Folklore, e.g. Cats - Folklore.	
UF Fairy tales	450 ## \$a Fairy tales
BT Ethnology	550 ## \$w g \$a Ethnology
NT Bunyips	550 ## \$w h \$a Bunyips
RT Fables	550 ## \$w h \$a Cats \$x Folklore
	550 ## \$a Fables
	680 ## \$i Use for stories based specifically on oral traditions ...
	680 ## \$i See also subjects ... with the subdivision Folklore, e.g. \$a Cats - Folklore.

Ethnology	150 ## \$a Ethnology
NT Folklore	550 ## \$w h \$a Folklore

Bunyips	150 ## \$a Bunyips
BT Folklore	550 ## \$w g \$a Folklore

Cats - Folklore	150 ## \$a Cats \$x Folklore
EH <i>Example under</i> Folklore	
	550 ## \$w g \$a Folklore

Fables	150 ## \$a Fables
RT Folklore	550 ## \$a Folklore

Folklore	150 ## \$a Folklore
Used For:	
<i>Folktales</i>	450 ## \$a Folktales
...	
Broader Term	
Culture	550 ## \$w g \$a Culture
Narrative forms	550 ## \$w g \$a Narrative forms
Narrower Term	
Astrology	550 ## \$w h \$a Astrology
Dreaming (Spiritual)	550 ## \$w h \$a Dreaming (Spiritual)
Legends (Folklore)	550 ## \$w h \$a Legends (Folklore)
...	
Related Term	
Creation (Universe)	550 ## \$a Creation (Universe)
Fables...	550 ## \$a Fables
Culture	150 ## \$a Culture
Narrower Term	
Folklore	550 ## \$w h \$a Folklore
Narrative forms	150 ## \$a Narrative forms
Narrower Term	
Folklore	550 ## \$w h \$a Folklore
Astrology	150 ## \$a Astrology
Broader Term	
Folklore	550 ## \$w g \$a Folklore
Dreaming (Spiritual)	150 ## \$a Dreaming (Spiritual)
Broader Term	
Folklore	550 ## \$w g \$a Folklore
Legends (Folklore)	150 ## \$a Legends (Folklore)
Broader Term	
Folklore	550 ## \$w g \$a Folklore
Creation (Universe)	150 ## \$a Creation (Universe)
Related Term	
Folklore	550 ## \$a Folklore
Fables	150 ## \$a Fables
Related Term	
Folklore	550 ## \$a Folklore

## 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  
  
110 2# \$a Regency Park College of TAFE (S. Aust). \$b Hotel School  
510 2# \$w b \$a Regency Institute 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 title page (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

LDR	00305nz	a2200121n	4500
001	134805		
005	20000804124850.0		
008	960627n	\lazznnaabn\     a\aaa\ d	
040	##	\$a AU-MeSCI \$e rda \$f scisshl	
100	0#	\$a Oodgeroo Noonuccal	
400	1#	\$a Noonuccal, Oodgeroo	
400	1#	\$a Walker, Kath	
400	0#	\$a Oodgeroo	

### 7.E2 Corporate name

LDR	00275nz	a2200109n	4500
001	188300		
005	20000804124437.0		
008	960627n	\lazznnaabn\     a\ana\ d	
035	##	\$9 n0000188298	
040	##	\$a AU-MeSCI \$e rda \$f scisshl	
110	2#	\$a Vic Roads	
410	2#	\$a Roads Corporation (Vic.)	

### 7.E3 Meeting name

LDR	00274cz	a2200097n	4500
001	290		
005	20010316095227.0		
008	960627n	\lazznabbn\     n\ana\ d	
035	##	\$9 n0000000288	
040	##	\$a AU-MeSCI \$e rda \$f scisshl	
111	2	\$a Aboriginal Students' Day \$d (1986 :\$c North Parramatta)	

### 7.E4 Preferred (uniform) title

LDR	00385nz	a2200097n	4500
001	307208		
005	19991203120329.0		
008	991118n	\azznnaabn\     \n\ana\ d	
040	##	\$a AU-MeSCI \$e rda \$f scisshl	
130	#0	\$a 3D Studio Max 3 (Computer program)	
670	##	\$a Peterson, Michael Todd. 3D Studio Max 3 fundamentals, 1999:\$ bt.p. (3D Studio Max 3 fundamentals / Michael Todd Peterson. Indianapolis, Ind. : New Riders,)	

### 7.E5 Series title

LDR	00498cz	a2200169n	4500
001	620703		
005	20170412144417.0		
008	170412n	\azzaaaban\     \ ana\ d	
040	##	AU-MeSCI \$e rda \$f scisshl	
130	#0	\$a Vampire diaries. \$p Stefan's diaries	
430	#0	\$a Stefan's diaries	
642	##	\$a 5 \$5 AU-MeSCI	
670	##	\$a The asylum, 2012: \$b series title page (Vampire diaries. Stefan's diaries)	

### 7.E6 Topical term

LDR	00467cz	a2200169n	4500
001	213504		
005	20070711154700.0		
008	960627	\anznababn\     \a\ana\ d	
040	##	\$a AU-MeSCI \$f scisshl	
150	##	\$a Cat family	
450	##	\$a Big cats	
450	##	\$a Cats, Big	
550	##	\$w g \$a Animals	
550	##	\$w h \$a Bobcats	
550	##	\$w h \$a Cats	
680	##	\$i Use for works on the cat family in general. For works on domestic cats only use \$a Cats.	



## 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.

Heading type	Category	Qualifier	Example heading
Geographic	Extinct cities	Extinct city	Ur (Extinct city)
Geographic	Geographic names	Refer RDA Chapter 16	Melbourne (Vic.)
Name	Concentration camps	Concentration camp	Auschwitz (Concentration camp)
Name	Competitions	Competition	NPC (Competition)
Name	Firms	Firm	FiftyThree (Firm)
Name	Musical groups	Band	Beatles (Band)
Name	Musical groups	Musical group †	Us Mob (Musical group)
Name	Organisations	Organisation	Comic Relief (Organisation)
Name	Performing groups	Dance company	4 Generations (Dance company)
Name	Performing groups	Performing group	Grimms (Performing group)
Name	Persons	Biblical figure	Joseph (Biblical figure)
Name	Persons	Musician *	Madonna (Musician)
Name	Persons	Singer *	Meat Loaf (Singer)
Name	Persons	Wrestler *	Rock (Wrestler)
Name	Prisoner of war camps	Concentration camp	Blechhammer E/3 (Concentration camp)
Name	Programs	Program	Dare to make a choice (Program)
Name	Projects	Project	
Name	Radio stations	Radio station	Triple J (Radio station : Sydney, N.S.W.)
Name	Sporting teams	Baseball team *	Perth Heat (Baseball team)
Name	Sporting teams	Basketball team *	Perth Wildcats (Basketball team)
Name	Sporting teams	Racing team *	McLaren International (Racing team)
Name	Television stations	Television station	RMITV (Television station)
Name	Vehicles	Airship	Hindenburg (Airship)
Name	Vehicles	Balloon	Spirit of Freedom (Balloon)
Name	Vehicles	Ferry	Lady Denman (Ferry)
Name	Vehicles	Paddle steamer	Coonawarra (Paddle steamer)
Name	Vehicles	Seaplane	Catalina (Seaplane)
Name	Vehicles	Ship	Endeavour (Ship)
Name	Vehicles	Ship : Replica	Endeavour (Ship : Replica)

Heading type	Category	Qualifier	Example heading
Name	Vehicles	Space probe	Pioneer (Space probe)
Name	Vehicles	Space shuttle	Endeavour (Space shuttle)
Name	Vehicles	Space station	Mir (Space station)
Name	Vehicles	Spacecraft	Apollo 13 (Spacecraft)
Name	Vehicles	Spaceship	Enterprise (Spaceship)
Name	Vehicles	Train	Ghan (Train)
Name	Vehicles	Waka	Hawaiki-nui (Waka)
Name	Vehicles	Yacht	Spirit of New Zealand (Yacht)
Subject	Animals	Animals	Seals (Animals)
Subject	Animals	Cat *	Socks (Cat)
Subject	Animals	Birds *	Cranes (Birds)
Subject	Animals	Fishes *	Rays (Fishes)
Subject	Animals	Horse *	Big Ben (Horse)
Subject	Animals	Race horse *	Phar Lap (Race horse)
Subject	Characters	Egyptian mythology *	Isis (Egyptian mythology)
Subject	Characters	Fictional character	Frankenstein (Fictional character)
Subject	Characters	Greek mythology *	Odysseus (Greek mythology)
Subject	Characters	Legendary character	Lancelot (Legendary character)
Subject	Characters	Māori mythology *	Uenuku (Maori mythology)
Subject	Characters	Roman mythology *	Venus (Roman mythology)
Subject	Clothing and dress	Clothing	Belts (Clothing)
Subject	Computers	Computer	Macintosh (Computer)
Subject	Computers	Computer operating system	MS-DOS (Computer operating system)
Subject	Computers	Computer program language	C++ (Computer program language)
Subject	Diseases	Disease	Cold (Disease)
Subject	Drugs	Drug	Crack (Drug)
Subject	Ethnic groups	Aboriginal people	Pitjantjatjara (Aboriginal people)
Subject	Ethnic groups	African people	Dowayo (African people)
Subject	Ethnic groups	Māori people	Te Arawa (Maori people)
Subject	Ethnic groups	Papua New Guinean people	Abelam (Papua New Guinean people)
Subject	Fictional places	Fictional place	Narnia (Fictional place)
Subject	Furniture	Furniture	Tables (Furniture)
Subject	Games	Game	Darts (Game)
Subject	Herbicides	Herbicide	Agent Orange (Herbicide)
Subject	Hunting	Hunting	Sealing (Hunting)
Subject	Information systems	Database	Austlit (Database)
Subject	Information systems	Indexing system	PRECIS (Indexing system)
Subject	Information systems	Information retrieval system	MAIS (Information retrieval system)
Subject	Literary prizes	Literary prize	KOALA (Literary prize)

Heading type	Category	Qualifier	Example heading
Subject	Mathematical instruments	Mathematical instruments	Compasses (Mathematical instruments)
Subject	Metals	Metal	Mercury (Metal)
Subject	Metalworking machinery	Metalworking	Dies (Metalworking)
Subject	Musical compositions	Music	Variations (Music)
Subject	Musical compositions	Piano †	Variations (Piano)
Subject	Musical instruments	Musical instruments	Organs (Musical instruments)
Subject	Persons	Musicians *	Drummers (Musicians)
Subject	Persons	Persons	Mechanics (Persons)
Subject	Persons	Sport	Boxers (Sport)
Subject	Tools	Tools	Scrapers (Tools)
Subject	Toys	Toy	Action man (Toy)
Subject	Vehicles	Aeroplane	Harrier (Aeroplane)
Subject	Vehicles	Boat	Dove (Boat)
Subject	Vehicles	Bomber	Bristol Beaufort (Bomber)
Subject	Vehicles	Helicopter	Iroquois (Helicopter)
Subject	Vehicles	Motor car	Holden Commodore (Motor car)
Subject	Vehicles	Motorcycle	Honda (Motorcycle)
Subject	Vehicles	Off-road vehicle	Suzuki (Off-road vehicle)
Subject	Vehicles	Submarine	Waller (Submarine)
Subject	Vehicles	Truck	Mack (Truck)
Title	Ballets	Ballet	Giselle (Ballet)
Title	Electronic resources	Computer game	Lemmings (Computer game)
Title	Electronic resources	Computer program	iMovie 2 (Computer program)
Title	Electronic resources	Search engine	Alta Vista (Search engine)
Title	Electronic resources	Website	WebCT (Website)
Title	Films	Film	Jaws (Film)
Title	Periodicals	Magazine	Rolling Stone (Magazine)
Title	Periodicals	Newspaper	Age (Newspaper)
Title	Periodicals	Periodical	New Yorker (Periodical)
Title	Prayers	Prayer	Rosary (Prayer)
Title	Radio programs	Radio program	Goon Show (Radio program)
Title	Television programs	Television program	Yes Minister (Television program)

† 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

Title	Subject type	SCIS Subject Headings	ScOT
<i>All's well that ends well</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Comedy Husbands - Drama Wives - Drama Shakespeare, William. All's well that ends well	English drama* Comedies Marriage
<i>Antony and Cleopatra</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Tragedy Antonius, Marcus – Drama Cleopatra, Queen of Egypt - Drama Love - Drama Kings, queens and rulers - Drama Egypt - History - 332 B.C.-640 A.D., Graeco-Roman period - Drama Shakespeare, William. Antony and Cleopatra	English drama* Tragedy Heads of state Egyptian history
<i>As you like it</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Comedy Brothers and sisters - Drama Hate - Drama Love - Drama Shakespeare, William. As you like it	English drama* Comedies Siblings Hate Love
<i>Comedy of errors</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Comedy Brothers and sisters - Drama Family relations - Drama Freedom - Drama Twins - Drama Shakespeare, William. Comedy of errors	English drama* Comedy of errors Siblings Freedom Twins

<b>Title</b>	<b>Subject type</b>	<b>SCIS Subject Headings</b>	<b>ScOT</b>
<b><i>Coriolanus</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Tragedy Coriolanus, Cnaeus Marcius - Drama Political science - Drama Rome - History - 510-30B.C., Republic - Drama Shakespeare, William. Coriolanus	English drama* Tragedy Politics
<b><i>Cymbeline</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Tragicomedy Good and evil - Drama Honesty - Drama Love - Drama Loyalty - Drama Marriage - Drama Shakespeare, William. Cymbeline	English drama* Tragicomedies Morality Honesty Love Marriage
<b><i>Hamlet</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Tragedy Murder - Drama Princes and princesses - Drama Revenge - Drama Shakespeare, William. Hamlet	English drama* Revenge tragedies Murder Princes Retaliation
<b><i>Henry IV. Part 1</i></b> <b><i>Henry IV. Part 2</i></b>	<i>Form</i>  <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama  Historical drama Henry IV, King of England - Drama Great Britain - History - 1066-1485 - Drama Shakespeare, William. Henry IV. Part 1 Shakespeare, William. Henry IV. Part 2	English drama*  Historical drama Kings
<b><i>Henry V</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Historical drama Henry V, King of England - Drama Great Britain - History - 1066-1485 - Drama Shakespeare, William. Henry V	English drama* Historical drama Kings

<b>Title</b>	<b>Subject type</b>	<b>SCIS Subject Headings</b>	<b>ScOT</b>
<b><i>Henry VI</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Historical drama Henry VI, King of England - Drama Great Britain -History - 1066-1485 - Drama Shakespeare, William. Henry VI	English drama* Historical drama Kings
<b><i>Henry VIII</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Historical drama Henry VIII, King of England - Drama Great Britain - History - 1485-1603, Tudor period - Drama Shakespeare, William. Henry VIII	English drama* Historical drama Kings
<b><i>Julius Caesar</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Tragedy Caesar, Julius - Drama Assassination - Drama Dictators - Drama Power (Social sciences) - Drama Rome - History - 510-30B.C., Republic - Drama Shakespeare, William. Julius Caesar	English drama* Tragedy Assassinations Totalitarianism Political power
<b><i>King John</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Historical drama John, King of England – Drama Great Britain - History - 1066-1485 - Drama Shakespeare, William. King John	English drama* Historical drama Kings
<b><i>King Lear</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Tragedy Daughters - Drama Fathers - Drama Good and evil - Drama Kings, queens and rulers - Drama Shakespeare, William. King Lear	English drama* Tragedies Family relationship Morality Kings

<b>Title</b>	<b>Subject type</b>	<b>SCIS Subject Headings</b>	<b>ScOT</b>
<i>Love's labour's lost</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Comedy Self-perception - Drama Love - Drama Kings, queens and rulers - Drama Princes and princesses - Drama Shakespeare, William. Love's labour's lost	English drama* Comedies Personal identity Love Kings Princesses
<i>Macbeth</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Tragedy Macbeth, King of Scotland - Drama Kings, queens and rulers - Drama Murder - Drama Power (Social sciences) - Drama Shakespeare, William. Macbeth	English drama* Tragedies Kings Murder Political power
<i>Measure for measure</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Comedy Brothers and sisters - Drama Conduct of life - Drama Marriage - Drama Shakespeare, William. Measure for measure	English drama* Comedies Siblings Morality Christianity
<i>Merchant of Venice</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Comedy Friendship - Drama Justice - Drama Love - Drama Prejudices - Drama Shakespeare, William. Merchant of Venice	English drama* Comedies Friendship Family relationship Law Social discrimination
<i>Merry wives of Windsor</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Comedy Conduct of life - Drama Love - Drama Marriage - Drama Shakespeare, William. Merry wives of Windsor	English drama* Comedies Morality Love Marriage

<b>Title</b>	<b>Subject type</b>	<b>SCIS Subject Headings</b>	<b>ScOT</b>
<i>Midsummer night's dream</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Comedy Fairies - Drama Love - Drama Marriage - Drama  Shakespeare, William. Midsummer night's dream	English drama* Comedies Fairies Love Marriage
<i>Much ado about nothing</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Comedy Love - Drama Shakespeare, William. Much ado about nothing	English drama* Comedies Love
<i>Othello</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Tragedy Deception - Drama Jealousy - Drama Love - Drama Shakespeare, William. Othello	English drama* Tragedies Deception Jealousy Love
<i>Pericles</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Tragicomedy Daughters - Drama Ethics - Drama Fathers - Drama Good and evil - Drama Love - Drama Shakespeare, William. Pericles	English drama* Tragicomedies Family relationship Ethics Love
<i>Poems - collected works (including the sonnets)</i>	<i>Form</i>  <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English poetry  Love - Poetry English poetry - History and criticism Shakespeare, William - Criticism, interpretation, etc.	English poetry  Romantic poetry

<b>Title</b>	<b>Subject type</b>	<b>SCIS Subject Headings</b>	<b>ScOT</b>
<b><i>Poems - individual works</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English poetry  Love - Poetry Shakespeare, William - Criticism, interpretation, etc. Shakespeare, William. Lover's complaint [substitute other titles as appropriate]	English poetry Romantic poetry
<b><i>Poems - sonnets</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	Sonnets  Love - Poetry Shakespeare, William - Criticism, interpretation, etc. Sonnets	English sonnets Romantic poetry
<b><i>Richard II</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Historical drama Richard II, King of England - Drama Great Britain - History - 1066-1485 - Drama Shakespeare, William. Richard II	English drama* Historical drama Kings
<b><i>Richard III</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Historical drama Richard III, King of England - Drama Great Britain - History - 1066-1485 - Drama Shakespeare, William. Richard III	English drama* Historical drama Kings
<b><i>Romeo and Juliet</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Tragedy Family - Drama Love - Drama Revenge - Drama Shakespeare, William. Romeo and Juliet	English drama* Revenge tragedies Families Love Retaliation
<b><i>Taming of the shrew</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i> <i>Criticism</i>	English drama Comedy Love - Drama Marriage - Drama Shakespeare, William. Taming of the shrew	English drama* Comedies Love Marriage

<b>Title</b>	<b>Subject type</b>	<b>SCIS Subject Headings</b>	<b>ScOT</b>
<b><i>Tempest</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Tragicomedy Daughters - Drama Fathers - Drama Good and evil - Drama Leadership - Drama Love - Drama Reconciliation - Drama Revenge - Drama Shakespeare, William. Tempest	English drama* Tragicomedies Family relationship Leadership Love Morality Reconciliation Retaliation
<b><i>Timon of Athens</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Tragedy Friendship - Drama Trust - Drama Shakespeare, William. Timon of Athens	English drama* Tragedies Friendship Trust
<b><i>Titus Andronicus</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Tragedy Revenge - Drama Violence and non-violence - Drama Shakespeare, William. Titus Andronicus	English drama* Revenge tragedies Violence Retaliation
<b><i>Twelfth night, or, What you will</i></b>	<i>Form</i>  <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama  Comedy Love - Drama Self-perception - Drama Twins - Drama Shakespeare, William. Twelfth night	English drama*  Comedies Love Personal identity Twins
<b><i>Two gentlemen of Verona</i></b>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Comedy Friendship - Drama Love - Drama Loyalty - Drama Trust - Drama Shakespeare, William. Two gentlemen of Verona	English drama* Comedies Friendship Love Trust

<b>Title</b>	<b>Subject type</b>	<b>SCIS Subject Headings</b>	<b>ScOT</b>
<i>Winter's tale</i>	<i>Form</i> <i>Genre</i> <i>Person/Topic/Place</i>  <i>Criticism</i>	English drama Tragicomedy Family relations - Drama Jealousy - Drama Love - Drama Reconciliation - Drama Revenge - Drama Shakespeare, William. Winter's tale	English drama* Tragicomedies Family relationship Jealousy Love Reconciliation Retaliation

\* 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-‘Alam ...

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	\$aNga ...
245	13	\$aTe ...

#### *But*

245	10	\$aKo ...
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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.
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#### *Examples: Fijian*

245	12	\$aA ...
245	19	\$aE dua na ...
245	19	\$aE na dua ...
245	13	\$aNā ...

*Examples: Niuean*

245	12	\$aA ...
245	12	\$aE ...
245	17	\$aE taha ...
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	microform
art original	microscope slide
art reproduction	model
braille	motion picture
chart	music
diorama	picture
electronic resource	realia
filmstrip	slide
flash card	sound recording
game	technical drawing
globe	toy
kit	transparency
manuscript	videorecording
map	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

SCIS Heading	ScOT Term	ScOT Broader Concept	ScOT Alternative label (Used for)
Adventure stories	Adventure stories	Literary genres	
Alternative histories (Fiction)	Alternative history	Historical fiction	
Animal films	Animal films	Documentaries	<i>Note the ScOT broader concept. Do not use for fictional films.</i>
Animal stories	Animal stories	Literary genres	
	Australian films	Regional films	
Australian stories	Australian literature	Regional literature	<i>Used for: Australian stories</i>
Biographical films	Biographical fiction	Literary genres	
Choose your own stories	Choose your own stories	Literary genres	
Comedy films	Humorous stories	Literary genres	
Crime films	Crime stories		
Crime stories	Crime stories	Literary genres	
Diary stories			
Dystopian fiction	Dystopian fiction	Science fiction	
Family sagas	Family sagas	Literary genres	
Fantasy	Fantasy	Literary genres	<i>Used for: Fantasy films</i>
Gothic fiction	Gothic fiction	Literary genres	<i>Used for: Gothic films</i>
Historical fiction	Historical fiction	Literary genres	
Horror films	Horror stories		
Horror stories	Horror stories	Literary genres	<i>Used for: Horror films</i>
Humorous stories	Humorous stories	Literary genres	<i>Used for: Humorous films</i>
Love stories	Love stories	Literary genres	
Mystery and suspense films	Mystery and suspense stories		
Mystery and suspense stories	Mystery and suspense stories	Literary genres	<i>Used for: Mystery films; Suspense films</i>

SCIS Heading	ScOT Term	ScOT Broader Concept	ScOT Alternative label (Used for)
	New Zealand films	Regional films	
New Zealand stories	New Zealand literature	Regional literature	<i>Used for: New Zealand stories; New Zealand tales</i>
	Religious fiction	Literary genres	<i>Used for: Christian fiction</i>
School stories	School stories	Literary genres	
Science fiction	Science fiction	Literary genres	<i>Used for: Science fiction films</i>
Science fiction films	Science fiction		
Sports stories			
Spy films			
Steampunk fiction	Cyberpunk	Science fiction	<i>Used for: Steampunk</i>
Stories in rhyme	Verse stories	Literary genres	<i>Used for: Stories in rhyme</i>
Supernatural stories	Supernatural stories	Literary genres	
Utopian fiction			
Verse novels	Verse stories	Literary genres	<i>Used for: Verse novels</i>
War films	War stories		
War stories	War stories	Literary genres	<i>Used for: War films</i>
Westerns	Westerns	Literary genres	
Wordless stories	Wordless stories	Literary genres	