

# ***BIC Standard Subject Categories & Qualifiers***

## **General Guidelines for Users**

**Release 4.0: December 2010**

*For use with*

**BIC2.1**

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## Introduction

The BIC Standard Subject Categories & Qualifiers scheme is the standard classification scheme for the UK book trade and other English language markets.

Version 2.1 of the BIC scheme (BIC2.1) was released in December 2010. It updates and expands the previous Version 2.0. Note that all codes in BIC2.0 are included in BIC2.1 (although some headings have been modified, typically to update terminology or clarify scope).

BIC2.1 is available from [www.bic.org.uk](http://www.bic.org.uk) as a pdf document, arranged as a hierarchical listing of Categories and Qualifiers complete with usage notes and cross references. These user guidelines are designed to be used in conjunction with that hierarchical listing.

Also available from the BIC website are:

- Summary of changes in BIC2.1
- Conversion instructions for migrating from BIC2.0 to BIC2.1
- Excel files of BIC2.1 Categories and Qualifiers, with all formatting and notes removed, suitable for loading as authority files in bibliographic systems

## Part 1: General Rules

The basic rules for assigning BIC Categories and Qualifiers are unchanged and, put most simply, are as follows:

*Rule 1: Ensure the first Category entered is the primary subject.*

Taking advantage of all available information about the subject and scope of the work, ensure the first BIC Category indicates the most pertinent and important subject of the work.

*Rule 2: Classify titles as precisely as possible or as broadly as required.*

If a book is precisely on a specific topic matching a BIC Category, use that precise code only; if it is broad-ranging in its scope within a single subject area, use a single broad BIC Category rather than listing all the more specific Categories listed beneath it (see Note A below).

*Rule 3: Assign as many Categories as are required.*

If the book covers several subject areas, assign relevant Categories from across the BIC scheme to indicate this, as many as are required and that space allows (see Note B below). Assign only Categories for subjects that the book is substantially about as a whole, not for subjects that are peripheral.

*Rule 4: Observe any usage notes and instructions linked to Categories.*

In the hierarchical listing, many Categories carry specific usage notes and instructions; sometimes these are listed under a broad Category (eg Level 1 or Level 2) but they apply to all Categories listed beneath it. These usage notes and instructions carry important and useful information about using the BIC scheme and help maintain consistency.

*Rule 5: Add Qualifiers whenever appropriate.*

The Qualifiers are a key feature of the BIC scheme structure and provide great flexibility, enabling the expression of a vast range of subjects with a comparatively small number of values. Note that the Qualifiers are associated *with the book as a whole* and not with a specific Category, although the link between Category and Qualifier is often implicit (e.g. CJ\* “Language teaching & learning” Categories and Language Qualifiers).

Note A: Because of the hierarchical nature of the codes, it is not necessary to use “high-level” codes in conjunction with immediately subsequent codes denoting specific subjects. With the specific Category JMTD “Sleep & dreams”, for example, there is no need to add the broader (and shorter) code JM “Psychology” to indicate the wider context of the subject. The fact that the subject is an aspect of Psychology is implicit in the code.

Note B: There are no fixed limits on the number of Categories or Qualifiers that may be applied in the BIC scheme; limitations tend to be imposed by the different systems on which users are working. The BIC scheme cannot be used to best effect if only a single value may be assigned; it is designed to allow multiple values. In practice, a limit of 4 or 5 each of Categories and Qualifiers will be sufficient to cover nearly all circumstances.

## **Part 2: Use of Search Tools**

In addition to the hierarchical listing of BIC2.1, users may have access to an indexed search tool such as the Subject Category Selection Tool available on the BIC site ([www.bic.org.uk](http://www.bic.org.uk)), which allows users to search by individual words and phrases from headings and notes in the BIC scheme, as well as by the codes.

Such indexes and text search facilities provide very useful ways for users to locate appropriate Categories. However, it is important that any Category found in this way must *always* be checked in the context of the full hierarchical listing however, to ensure it is the most appropriate, and to make use of usage notes and cross references associated with specific Categories.

This is less of an issue with Qualifiers, which can generally be safely taken at face value from the index or search results.

In the absence of an index or text search facility, users must familiarise themselves with the location of broad subject areas and individual Categories in the hierarchical listing.

These Guidelines assume the user has access to and is working from the full hierarchical listing.

### Part 3: Readership / Treatment

Whether working with a search tool or directly from the hierarchical listing, the aim is to assign the most appropriate Category or Categories for the book in question. This involves making some key decisions about the intended readership of the book and its treatment of the subject.

Is the book intended for children or adults (or both)? If it is for children or teenagers, or is an educational item up to minimum school leaving age, then a Category from Section Y must be assigned. Section Y codes alone must not be used on adult books.

For adult material, is the book for the general reader or for a specialist, professional or academic readership? Many subjects relate only to general books (e.g. crime fiction) or to specialist material (e.g. medical textbooks), but other subjects may each be covered by very different kinds of books. Thus, a number of BIC Categories relate to the same *subject*, strictly speaking, but indicate a different *treatment* (or intended readership) according to the Section they are in. This is a clear example of the need to evaluate each Category in the context of its Section and its placement within it, as stated in Part 2 above.

For example, academic and specialist books may be classified as PSVW6 “Birds (ornithology)” within Section P Mathematics & Science, while general books on the subject should be classified under WNCB “Wildlife: birds & birdwatching” in Section W “Lifestyle, Sport & Leisure”.

Other examples of this distinction include (specialist Category first):

- AF\* “Art Forms” Categories (in Section A “The Arts”) as *distinct from* WF\* Handicrafts, Decorative Arts & Crafts” Categories (in Section W “Lifestyle, Sport & Leisure”)
- AKTA “Fashion design & theory” (in Section A) and JFCK “Fashion & society” (in Section J “Society & Social Sciences”) as *distinct from* WJF “Fashion & style guides” (in Section W)
- AMR “Professional interior design” (in Section A) as *distinct from* WJK “Interior design, decor & style guides” (in Section W)
- JKV “Crime & criminology” (in Section J) as *distinct from* BTC “True crime” (in Section B “Biography & True Stories”)
- JHBK “Sociology: family & relationships (in Section J) as *distinct from* VFV “Family & relationships” (in Section V “Health & Personal Development”)
- MBNH “Personal & public health” (in Section M “Medicine”) as *distinct from* VFD “Popular medicine & health” (in Section V)
- RGS “Geographical maps (specialist) (in Section R “Earth Sciences, Geography, Environment, Planning) as *distinct from* WTRM “Travel maps” (in Section W)

In short, it can be generally said that Sections V and W include many Categories that are designed for use with “popular” treatments of subjects that might also feature in more specialist or academic works.

As a general rule, the different Sections have certain connotations as regards treatment or readership:

- Used for children's, teenage and educational material (except ELT, see below):  
Section Y. Note use of Educational Purpose and Interest Age/Level Qualifiers with Section Y codes
- Used for general and popular adult works: Sections B, F, V, W
- Used mainly for academic, technical or specialist works: Sections K, L, M, P, R, T (note PDZ "Popular Science" for general readers, and codes from the RN\* Environment sequence can be used on a range of material)
- Note that all material on computing and digital technology goes in Section U, from consumer guides to professional and specialist research material (Note the UD "Digital Lifestyle" sequence in particular for consumer/user guides)
- Section E is used only for all ELT material – whether for adult or children
- Other adult sections cover a mix of types (A, C, D, G, H, J), although within these, some sub-sections are more specialist than others (eg within Section J, JH "Sociology & Anthropology" is for specialist & academic works, JF "Society & Culture: General" may be used for works of broader general appeal)

## Part 4: Special Rules and Conventions

There are a number of Categories and Qualifiers that have special characteristics or which may be used in particular ways. These are listed and explained here, illustrated by examples. (Note: worked examples of the application of General Rules on more straightforward records follow in Part 5 below.)

The examples are a mixture of real and imaginary works, chosen purely for their illustrative value.

### 4.1 Children's, Teenage & Educational

Section Y contains all Categories for use with books for children and teenagers (up to c 16 years). It covers baby and activity books, children's fiction and general interest, and educational material up to minimum school leaving age (ie up to GCSE in England & Wales; Standard Grade in Scotland).

There are extensive scope notes throughout Section Y in the hierarchical listing to guide the user, but a few key points are worth repeating here.

With all Y\* Categories, also assign an appropriate Qualifier from the 4\* Educational Purpose or 5A\* Interest Age/Level sections. It is particularly important to assign Educational Purpose Qualifiers with all Categories from YQ\* "Educational Material", and to assign Interest Age/Level Qualifiers with all Categories from YF\* "Children's & Teenage Fiction & True Stories".

In BIC2.1, references to "reading age/level" in the 5A\* Qualifiers sequence have been amended to "interest age/level". This is to clarify and reinforce the point that these Qualifiers should be interpreted in the broadest sense as the lowest age for which the book is intended, based on interest level rather than any actual reading ability. Material specifically designed for reluctant readers, or children whose reading ability is lower than that expected for their age, should also be given a Qualifier of 5AR "For reluctant readers (children)".

Also, during consultation as part of the review process for BIC2.1, it emerged that the term "Young Adult" (as used in previous versions) was ambiguous and did not carry any clear indications of reading age or any universally understood connotations about explicit content etc, especially with regard to fiction. In BIC2.1 then all instances of the term "Young Adult" or "YA" have been removed. In most headings then, where it meant nothing more than an indication of ages above 12 years, it has been replaced with the term "Teenage". In addition, a new Qualifier 5X has been created for use on material with explicit content; this should be used in contexts where the term Young Adult had previously been meant to indicate that a title features topics regarded as unsuitable for younger or more sensitive readers, including sex, drug use, violence, swearing, etc.

#### Example 4.1.1

##### *Harry Potter and the Half-Blood Prince*

Bloomsbury advise that the lower interest age for Harry Potter (leaving aside Adult editions) is 8 years.

Assign:        YFH    *Fantasy & magical realism (Children's/Teenage)*  
                  5AJ    *Interest age: from c 8 years*

### Example 4.1.2

#### *Pants*

This picture book is an unashamedly silly celebration of pants, for very young children.

Assign:        YBC    *Picture books*  
                  5AB    *For children c 0-2 years*

### Example 4.1.3

#### *Access to British History KS2*

A history textbook designed for Key Stage 2 of the National Curriculum: as such it needs a Category from YQ\* "Educational Material" and, if possible, an Educational Purpose Qualifier.

Assign:        YQH    *Educational: History*  
                  1DBK *United Kingdom, Great Britain*  
                  4KHJ    *For National Curriculum Key Stage 2*

### Example 4.1.4

#### *Outlaws, Bandits and Pirates (Amazing History series)*

An entertaining but informative history book designed to be read at home: as such it should have a code from YN\* "Children's / Teenage: General Non-fiction", rather than YQ\*. It benefits from an Interest Age/Level Qualifier rather than a formal Educational Purpose Qualifier.

Assign:        YNH    *History & the past: general interest (Children's/Teenage)*  
                  5AF    *Interest age: from c 5 years*

It is acceptable to assign both YN\* and YQ\* codes to the same book, especially for early years material, but a clear distinction should be made between textbooks and books for home wherever possible. For books specifically identified as "home learning" (typically promoting numeracy and literacy skills), use the appropriate YQ\* code plus the Qualifier 4Y.

### Example 4.1.5

#### *Carol Vorderman's English Made Easy*

A home learning title designed to support work done at school; it is of a clearly educational nature but is not a textbook. It is legitimate to assign Educational Purpose Qualifiers (eg for National Curriculum) if indicated.

Assign:        YQC    *Educational: English language & literacy*  
                  2AB    *English*  
                  4KHJ    *For National Curriculum Key Stage 2*  
                  4Y      *Designed for home learning*

Note that the codes in YX “Personal & Social Issues” may be used on both fiction (with YF\* codes) and non-fiction titles that address the specific issues. This enables all such material to be found with a single search.

#### Example 4.1.6

##### *Four Days till Friday*

This novel addresses the issue of bullying.

Assign:      YFS      *School stories (Children’s/Teenage)*  
                  YXC      *Personal & social issues: bullying, violence & abuse (Children’s/Teenage)*  
                  5AL      *From c 10 years*

#### Example 4.1.7

##### *Bullies, Bigmouths and So-called Friends*

This non-fiction book tackles the same issue through puzzles and practical advice.

Assign:      YXC      *Personal & social issues: bullying, violence & abuse (Children’s/Teenage)*  
                  5AL      *From c 10 years*

Some fiction, particularly graphic novels, aimed at older teenagers, contains material of an explicit or violent nature that many people find unsuitable to include in any “Children’s Section”. As such items are typically read by both teenagers and adults it is appropriate to assign both YFW “Comic strip fiction / graphic novels (Children’s/Teenage) and a code from the adult FX\* Graphic Novel sequence, thus making a clear distinction between these and traditional YFW items such as Tintin, Asterix etc. Any Readership or Audience level values used in conjunction with BIC codes should indicate both Teenage and General Adult for such titles, but not Children’s (despite the presence of a YF\* code). Consider the addition of Qualifier 5X for particularly explicit items.

#### Example 4.1.8

##### *Vampire Knight, vol 1*

A manga title featuring violence and mature themes.

Assign:      FXA      *Graphic novels: Manga*  
                  YFW      *Comic strip fiction / graphic novels (Children’s/Teenage)*  
                  5AQ      *From c 14 years*

Note also the use of Y\* codes in 4.2 and 4.3 below.

## 4.2 Classroom Resources & other Educational material

All textbooks and educational material for use by school-age children should be classified with Categories from YQ\* “Educational Material”, ideally with an appropriate Educational Purpose Qualifier, as explained in 4.1 above. *[If Readership or Audience level values are indicated (NB: these are outside the BIC Subject Category scheme), they should reflect the educational level of the students, e.g. Primary education.]*

All background material and general advice on teaching techniques for teachers should be classified with Categories from JN Education. *[Audience = Professional / Undergraduate / Postgraduate, as appropriate.]*

In between these two types of material, are classroom resources such as photocopiable resources, teacher’s editions of textbooks, etc, which are used in the classroom by or through the teacher. These should be classified primarily with a Category indicating the subject, typically from YQ\*, followed by JNUM “Teachers’ classroom resources & material”, and also with an appropriate Educational Purpose Qualifier. *[Audience should indicate both Professional and the educational level of the students.]*

Similarly, books for teachers on teaching a specific subject should similarly be classified primarily with JNU “Teaching of a specific subject” and also with a Category indicating the subject, typically from YQ\*. Educational Purpose Qualifiers are not required. *[Audience should indicate Professional / Undergraduate / Postgraduate, as appropriate.]*

### Example 4.2.1

#### *Key Stage 2 Science: photocopy masters*

This is a binder of photocopy masters for use in the classroom by teachers and students of general science at Key Stage 2 of the National Curriculum.

Assign:            YQS    *Educational: Sciences, general science*  
                      JNUM   *Teachers’ classroom resources & material*  
                      4KHJ   *For National Curriculum Key Stage 2*

### Example 4.2.2

#### *The Effective Teaching of Mathematics in Secondary Education*

This teaching guide is intended for adult teachers and trainee teachers, not for secondary school students. As this work applies to mathematics at secondary level, a Category from Section Y is appropriate. It is also useful to add a reference to the relevant level in the educational system.

Assign:            JNU    *Teaching of a specific subject*  
                      YQM   *Educational: Mathematics & numeracy*  
                      JNLC   *Secondary schools*

(Books on teaching specific subjects at further or higher education level are treated in the same way, but do not require the use of a Y\* code to indicate the subject. The appropriate adult code is used instead.)

### 4.3 Study & Revision Guides

There are a number of Categories, placed within the appropriate subject area, that are specifically for use with study & revision guides. For the key vocational and professional areas where study & revision guides proliferate, these are:

- KFCX “Accounting: study & revision guides”
- KFFX “Banking & finance: study & revision guides”
- LR “Law: study & revision guides”
- MRG\* “Medical study & revision guides” & *following*

There is also a single Category within Section Y for all school-level study & revision guides up to minimum school leaving age (GCSE in England & Wales, Standard Grade in Scotland) – *to be used after the appropriate Y\* code indicating the subject.*

- YQZ “Educational: study & revision guides”

For A/AS Level study guides, use the Qualifier 4KLR, in conjunction with the appropriate Subject Category from the Adult sections (i.e. other than Section Y).

#### Example 4.3.1

##### *ACCA Practice and Revision Kit*

A broad ranging revision kit for ACCA exams. Only the appropriate study & revision guide Category is required; the general subject area of Accounting is implicit in the KFC prefix

*Assign: KFCX Accounting: study & revision guides*

#### Example 4.3.2

##### *CIMA C2 Financial Accounting Fundamentals: Revision Kit*

A revision aid for a specific paper; the specific area should also be indicated

*Assign: KFCF Financial accounting  
KFCX Accounting: study & revision guides*

#### Example 4.3.3

##### *MCQs for the MRCP*

A revision aid consisting of multiple choice questions from previous papers of the MRCP exam.

*Assign: MRGD Medical revision aids: MRCP*

#### Example 4.3.4

##### *Let's Revise GCSE French*

As this is for GCSE, Categories from Section Y must be used. To be fully classified, this requires indications of the subject, the language involved, the educational level and the fact that it is a revision aid.

<i>Assign:</i>	<i>YQF</i>	<i>Educational: languages other than English</i>
	<i>YQZ</i>	<i>Educational: study &amp; revision guides</i>
	<i>2ADF</i>	<i>French</i>
	<i>4KHT</i>	<i>For National Curriculum Key Stage 4 &amp; GCSE</i>

#### Example 4.3.5

##### *A Level Physics: Study & Revision Guide*

As this is for A Level, a combination of adult Category and single Qualifier is required.

<i>Assign:</i>	<i>PH</i>	<i>Physics</i>
	<i>4KLR</i>	<i>A/AS Level study &amp; revision guides</i>

#### 4.4a History

The HB\* History Categories are arranged in two separate main sequences, one for the region (HBJ\*) and one for the period (HBL\*), which should be used in combination. There follows a list of specific key historical topics and events at HBT\* and a list of major wars and campaigns under HBW\* Military History.

As a result, the classification of any history text is likely to require multiple HB\* codes. To support consistency, the following priority rules should be observed:

- a) for all Ancient History (up to c500 CE), enter HBLA or HBLA1 as the first code (most bookshops and publishers would regard ancient history as a distinct section, while later history is divided primarily by region rather than by date);
- b) if there is a HBW\* or HBT\* category which precisely and succinctly describes the book enter that first (or second in the case of Ancient History);
- c) next enter the HBJ\* (region) code or HBG in the case of World History;
- d) then enter the HBL\* (time period) code (except for Ancient History – see (a) above);
- e) then add any HBT\* or HBW\* values that are peripheral or supplementary to the scope of the book;
- f) finally, add Geographical and Time Period Qualifiers where they provide greater precision, and even where they do not, for the sake of consistency.

To put it another way: as a rule, history books of a specific place and time should have an HBJ\* code first followed by HBL\*. However, these may be preceded by a specific HBT\* or HBW\* code where relevant; while HBLA\* codes take precedence over all HB\* codes.

Note it is not usually necessary to use an HB\* code in conjunction with “History of [specific subject]” Categories, such as PDX “History of science”, or AC\* “History of Art / Art & Design Styles” (see below).

##### Example 4.4.1

###### *England under the Tudors*

A history of England during the reigns of the Tudor monarchs, 1485 to 1603.

Assign:        *HBJD1*    *British & Irish history*  
                  *HBLH*    *Early modern history: c 1450/1500 to c 1700*  
                  *1DBKE*    *England*  
                  *3JB*        *c 1500 to c 1600*

##### Example 4.4.2

###### *Fields of Fury: the American Civil War*

Here a specific military history category is available and takes precedence.

Assign:        *HBWJ*    *American Civil War*  
                  *HBJK*    *History of the Americas*  
                  *HBLL*    *Modern history: c 1700 to c 1900*  
                  *1KBB*    *USA*  
                  *3JH*        *c 1800 to c 1900*

### Example 4.4.3

#### *A Social History of Europe during the Napoleonic Wars*

Social history is the key aspect here, with the Napoleonic Wars a supplementary.

Assign:        *HBTB*    *Social & cultural history*  
                  *HBJD*    *European history*  
                  *HBLL*    *Modern history: c 1700 to c 1900*  
                  *HBWH*    *Napoleonic Wars*  
                  *1D*        *Europe*  
                  *3JH*        *c 1800 to c 1900*

### Example 4.4.4

#### *Rome at the Height of Empire*

Ancient History takes precedence.

Assign:        *HBLA*    *Ancient History*  
                  *HBJD*    *European history*  
                  *1QDAR*    *Ancient Rome*

### Example 4.4.5

#### *Chronicle of the 20th Century*

An illustrated account of 20th century events across the world.

Assign:        *HBG*        *General & world history*  
                  *HBLW*    *20th century history: c 1900 to c 2000*  
                  *3JJ*        *20th century*

## **4.4b History of Art**

Similarly, when using an AC\* Category to indicate a period or style of art, together with a Category from AF\* or AG\* (to indicate the form, eg oil painting, or treatment, eg botanical art), enter the AC\* Category first.

### Example 4.4.6

#### *Italian Renaissance Sculpture*

An introduction to Italian sculpture of the Renaissance.

Assign:        *ACND*    *Renaissance art*  
                  *AFKB*    *Sculpture*  
                  *1DST*    *Italy*

## 4.5 Biography, Autobiography, Diaries & Memoirs

With all biographies (in the broadest sense, including autobiographies), you should use the specific category best suited to the person who is the subject of the book, eg a golfer is classified under BGS "Biography: sport". There is also a standing instruction when using BG\* codes to assign also a more specific subject code where possible, eg WSJG "Golf".

Historically, users have often found it difficult to decide which should be the primary BIC Category: the biography code or the specific subject code. The simplest solution and the approved BIC convention is that if it is appropriate to assign a BG\* code – that is, if the book is the account of a complete life, or a life so far, or a substantial period of a life – then **the BG\* code should be entered first**.

If the book is restricted to a short period of time, eg a politician's time in office or a period of particular intensity or interest, then it is not a biography in the full and proper sense of the term, and should be classed by subject – although it may qualify for the addition of BM "Memoirs" or BJ "Diaries, letters & journals", as appropriate.

### Example 4.5.1

*David Beckham: My Son*

A biography of footballer David Beckham by his father.

Assign:        BGS     *Biography: sport*  
                  WSJA    *Football (Soccer, Association football)*

### Example 4.5.2

*Only a Game? The Diary of a Professional Footballer*

By contrast, Eamon Dunphy's diary of his 1973-4 season at Millwall is not a fully-fledged biography. Note the addition of BJ.

Assign:        WSJA     *Football (Soccer, Association football)*  
                  BJ        *Diaries, letters & journals*  
                  1DBKESL *London, Greater London*  
                  3JJPL    *c 1970 to c 1980*

### Example 4.5.3

*The Cabinet Years 1985-92*

A memoir of his time in office by a former Cabinet minister.

Assign:        JPQ     *Central Government*  
                  BM     *Memoirs*  
                  HBJD1 *British & Irish history*  
                  HBLW3 *Postwar 20th century history, from c 1945 to c 2000*  
                  1DBK   *United Kingdom, Great Britain*  
                  3JJPN   *c 1980 to c 1990*

For critical biographies of writers, it is appropriate to add a code from DS “Literature: history & criticism” to indicate the area of activity of the subject of the book (see Example 4.6.4).

However, for literary memoirs, even though these are strictly speaking (auto)biographies of writers, it is inappropriate and unhelpful to add DS\* codes. BM “Memoirs” effectively stands as the specific subject; BGLA “Autobiography: literary” may be used if the period covered is sufficiently extensive.

#### Example 4.5.4

##### *Angela’s Ashes*

An evocative memoir of an Irish childhood.

Assign:        *BM     Memoirs*  
                  *1DBR  Ireland*

For collected biographies of several people in a single volume, add BK “Collected biographies”.

#### Example 4.5.5

##### *Eminent Victorians*

Lytton Strachey’s celebrated re-assessment of several Victorian notables.

Assign:        *BGH     Biography: historical, political & military*  
                  *BK       Collected biographies*  
                  *1DBK    United Kingdom, Great Britain*  
                  *3JH      c 1800 to c 1900*

For biographies of royalty, it is recommended that the BGR\* codes are reserved for royalty of the 20th century onwards. For those living earlier, BGH “Biography: historical, political & military” is preferred.

With the BT\* “True Stories” Categories, it is generally redundant to add a “biography” Category. Take care to distinguish between BTC “True Crime” and “Criminology” (JKV & following). “True Crime” is akin to crime fiction in its narrative style, subject matter and intended readership, but describes (or is based on) real events; “Criminology” is the academic and scientific study of crime, criminal behaviour and law enforcement.

#### Example 4.5.6

##### *10 Rillington Place*

A gripping account of the Christie murders.

Assign:        *BTC        True Crime*  
                  *1DBKESL  London*  
                  *3JJPG     c 1945 to c 1960*

## 4.6 Literature, Literary Criticism & Language Qualifiers

The Language Qualifiers are designed to indicate the language a book is *about*, not the language *it is written in*. Their most obvious use is with categories from Section C Language, for dictionaries, linguistics texts and language learning material, etc.

In Section D, the codes beginning DC\*, DD\*, DN\* and DQ\* are used for actual works of non-fiction literature (just as F\* codes are used for fiction, for the actual novels). The codes in DS "Literature: history & criticism" however, are used for works of literary criticism: for books *about* literature as distinct from books *of* literature.

Language Qualifiers should **not** be used with DC\*, DD\*, DN\* or DQ\* codes to indicate the language in which the work is written.

### Example 4.6.1

#### *The collected poems of Pablo Neruda*

This is a collection of poems written in Spanish by the Chilean poet, translated into English. Although it is appropriate as part of the bibliographic record to indicate the language of the original and the language of translation, it is not part of the BIC classification process. The book is not *about* Spanish or Chile.

Assign:        DCF    Poetry by individual poets

However, Language Qualifiers **should** be used with DS\* codes wherever possible to indicate the language of the literature being studied.

With DS\* codes, you may also use Geographical Qualifiers when this is pertinent, ie when this is not implicit in the Language Qualifier or when this is the specific focus of the book.

### Example 4.6.2

#### *Post-colonial Peruvian Poetry – a Critical Assessment*

This literary criticism concentrates on Peruvian poets writing in Spanish. The country is not implicit in the Language Qualifier, and the work has a specific regional focus, so a Geographical Qualifier should be used.

Assign:        DSC        Literary studies: poetry & poets  
                  DSBH5    Literary studies: post-colonial literature  
                  2ADS       Spanish  
                  1KLSR      Peru

### Example 4.6.3

#### *The Spanish novel since Cervantes*

A wide-ranging history of fiction from Spain. There is no need to add a Geographical Qualifier; it is implicit in the Language Qualifier

Assign:        DSK        Literary studies: fiction, novelists & prose writers  
                  2ADS      Spanish

Do not use 2ABM “American English” with DS\* for studies of American writers – and similarly do not use 2ABU “Australian English”, 2ADPB “Brazilian Portuguese” or 2ADSL “Latin American Spanish” in this way either. These Language Qualifiers are used primarily with E\* (ie 2ABM and 2ABU) and C\* codes, or with WTK “Language phrasebooks”.

Instead, use Geographical Qualifiers to indicate the area concerned:

- 2AB and 1KBB\* for studies of American literature in English
- 2AB and 1MBF for studies of Australian literature in English
- 2ADP and 1KLSB for studies of Brazilian literature in Portuguese
- 2ADS and 1KL\* for studies of Latin American literature in Spanish

For British writers, it may occasionally be appropriate to add Geographical Qualifiers to indicate Welsh or Scottish writers, where this is known or thought to be significant. *Do not add 1DBKE to indicate English in this context.* Also, it is not appropriate to add Geographical Qualifiers for regions or counties of Britain unless this is the specific focus of the book (eg a history of Norfolk poetry).

#### Example 4.6.4

*Philip Larkin: A Writer's Life*

A critical biography of the poet, but primarily a biography.

Assign:        BGL        *Biography: literary*  
                  DSC        *Literary studies: poetry & poets*  
                  DSBH      *Literary studies: from c 1900*  
                  2AB        *English*

For “critical editions” (i.e. an entire literary text plus extensive critical introduction/notes), use the appropriate DC\*, DD\*, DN\* or DQ\* code first followed by a DS\* code to indicate the literary criticism aspect.

#### Example 4.6.5

*Poems of Coleridge (Selected and Arranged With an Introduction and Notes)*

The primary Category for this critical edition of Coleridge's poetry should indicate that it contains the actual poems.

Assign:        DCF        *Poetry by individual poets*  
                  DSC        *Literary studies: poetry & poets*  
                  DSBF      *Literary studies: c 1800 to c 1900*  
                  2AB        *English*

Note that screenplays, television scripts and radio scripts are located within their respective medium in AP “Film, TV and Radio” (rather than with plays under DD\*).

## 4.7 Gay & Lesbian Interest

Material of special interest to Gay & Lesbian readers is identified by the 5S\* values in the Reading Level & Special Interest Qualifiers listing. These 5S\* Qualifiers can be used with D\* and F\* codes to indicate literature of specific Gay or Lesbian interest, but can also be used with any other Category to indicate that the book is specifically intended to be of interest to Gay or Lesbian readers, whether it be an art book, a travel guide, or whatever.

Note the distinction between these 5S\* Qualifiers and the JFSK\* Categories for Gay & Lesbian studies. The JFSK\* Categories should be used for serious or academic works looking at the socio-cultural, sociological or political aspects of homosexuality. The 5S\* Qualifiers, by contrast, can be used for books of any kind on any subject that are of specific interest to Gay & Lesbian readers.

It is redundant to use 5S\* Qualifiers *with* JFSK\* Categories.

### Example 4.7.1

#### *Berlin Scene: Gay Guide to Berlin*

A travel guide to Berlin specifically for Gay men.

Assign:	WTH	Travel & holiday guides
	1DFG	Germany
	5SG	Of specific Gay interest

### Example 4.7.2

#### *Best Lesbian Erotica*

An anthology of erotic Lesbian fiction.

Assign:	FP	Erotic fiction
	DQ	Anthologies (non-poetry)
	5SL	Of specific Lesbian interest

### Example 4.7.3

#### *Beyond the Closet: Gay and Lesbian life since Stonewall*

An assessment of the visibility and acceptance of Gay and Lesbian communities and lifestyles in the USA since the Stonewall riots of 1969.

Assign:	JFSK	Gay & Lesbian studies
	HBTB	Social & cultural history
	1KBB	USA

## 4.8 Society, Culture & Sociology

In Section J\*, note the distinction between the broad JF “Society & Culture: General” subsection and the specialist “Sociology & Anthropology” categories under JH\*. JF\* categories should be used for books on society, culture and social issues of general interest, The JH\* codes are used for the relatively narrow academic specialities of sociology and anthropology.

JH\* and JF\* codes may be used together to indicate an academic or sociological approach to a topic listed under JF\*.

In BIC2.1, the erroneous association of ethnography with physical anthropology at JHMP has been corrected; it is now listed within JHMC “Social & cultural anthropology, ethnography”.

### Example 4.8.1

#### *All Shook Up: A Flash of the Fifties*

An illustrated look at everyday life and popular culture in 1950s Britain and US.

Assign:	JFCA	Popular culture
	HBTB	Social & cultural history
	1DBK	United Kingdom, Great Britain
	1KBB	USA
	3JJPG	c 1945 to c 1960

### Example 4.8.2

#### *After Subculture: Critical Studies in Contemporary Youth Culture*

A sociological examination of youth culture & customs: a JH\* Category is required.

Assign:	JFCA	Popular culture
	JFSP2	Age groups: adolescents
	JHBT	Sociology: customs & traditions

## 4.9 Maps & Atlases

There are a number of Categories for various kinds of maps and cartographic material ranged throughout the scheme, as follows:

- World atlases, world maps and globes: use GBG\* “Geographical Reference” codes
- Specialist maps (e.g. geological, mining): use RGS “Geographical maps (specialist)” but class first by subject
- Historical maps and atlases: use HBTP1 “Historical maps & atlases” (though with individual maps, e.g. old OS maps, enter WQH “Local History” first)
- All other folded maps (including current Ordnance Survey): use WTR\* “Travel maps & atlases” codes. OS maps should also carry WSZC “Walking, hiking, trekking”

All cartographic material should have Geographical Qualifiers where possible (NB not required for world atlases, world maps and globes).

### Example 4.9.1

*The Times Atlas of the World*

Assign: GBGM World atlases / world maps

### Example 4.9.2

*British Geological Survey Coal Resources Map of Britain*

Assign: RBGL Economic geology  
RGS Geographical maps (specialist)  
1DBK United Kingdom, Great Britain

### Example 4.9.3

*AA Road Atlas Britain 1:200,000*

Assign: WTRD Road atlases & maps  
1DBK United Kingdom, Great Britain

### Example 4.9.4

*OS Landranger 128: Derby & Burton upon Trent*

Assign: WTRM Travel maps  
WSZC Walking, hiking, trekking  
1DBKEMD Derbyshire

### Example 4.9.5

*1885 Ordnance Survey map of Lincoln (Old OS Maps series)*

Assign: WQH Local history  
HBTP1 Historical maps & atlases  
1DBKEAL Lincolnshire  
3JH c 1800 to c 1900

## 4.10 Digital Photography & Digital Lifestyle

Note that all books on digital cameras and photography should be classified under UDP “Digital photography: consumer/user guides” as its primary Category. It may also be appropriate to add AJG “Photographic equipment & techniques” or other AJ\* codes. Previously such items have been classified variously under photography (Section A) or graphics software (Section U); the aim is to ensure all such material is classified consistently.

### Example 4.10.1

#### *How to Take Great Photos with Your Digital Camera*

A general user guide to digital photography, but with emphasis on the creative aspects.

Assign:       UDP   *Digital photography: consumer/user guides*  
                  AJG   *Photographic equipment & techniques*

### Example 4.10.2

#### *Adobe Photoshop CS2 for Photographers: A Guide for Macintosh and PC*

A technical guide to photo editing software for specialists and technically-minded consumers.

Assign:       UDP   *Digital photography: consumer/user guides*  
                  UGP   *Photo & image editing*

Note that all computer books aimed at the “technical consumer”, ie rather than at the IT professional or Computer Science student, should be classified with Categories from the UD sub-section.

### Example 4.10.3

#### *Absolute Beginner’s Guide to iPod and iTunes*

A user guide to downloading music.

Assign:       UDM   *Digital music: consumer/user guides*

## 4.11 Computer programming languages

Previous editions of BIC contained limited lists of computer programming languages in Section U “Computing & Information Technology”. However, the limitations of the BIC coding structure cannot cope with the proliferation of programming languages. Therefore the UM “Computer Programming / Software Development” sub-section concentrates on the type or purpose of programming rather than the programming language itself.

UMX “Programming & scripting languages: general” is available for use with general works or where the programming type or purpose is not known. The programming language is nearly always included in the book title in any case.

### Example 4.11.1

#### *3D Game Programming with C++*

The UM\* Categories are used to indicate the type of programming, rather than the programming language.

*Assign:           UMKC   3D graphics: games programming*

### Example 4.11.2

#### *JavaScript: the Definitive Guide*

It is clear from the description and the note at UMW that this is for web developers.

*Assign:           UMW   Web programming*

## 4.12 Law

As explained in the Scope Note at LN “Laws of Specific Jurisdictions”, it is imperative that LN\* codes are used with a Geographical Qualifier indicating the country or jurisdiction to which the law applies, e.g. England & Wales, Scotland, California, EU etc.

For works of comparative law not applied to any particular jurisdiction, use the appropriate LN\* code in conjunction with LAM “Comparative law”, without any Geographical Qualifier.

Note also the use of LR “Law: study & revision guides” as noted in 4.3 above.

### Example 4.12.1

#### *Due Process in Nigeria's Administrative Law System: History, Current Status, and Future*

The specific jurisdiction, as well as the area of law, needs to be specified.

Assign:        LND        Constitutional & administrative law  
                  1HFDN      Nigeria

### Example 4.12.2

#### *Contract Law in a Nutshell*

Geographical Qualifier must be used with English law books as well as other jurisdictions (it is not a default) as with this study guide. The convention is to add England *and* Wales for English law.

Assign:        LNCJ        Contract law  
                  LR         Law: study & revision guides  
                  1DBKE      England  
                  1DBKW      Wales

### Example 4.12.3

#### *Comparative Criminal Justice*

The jurisdictions are either numerous, not known or not specified.

Assign:        LNFB        Criminal justice law  
                  LAM        Comparative law

## Part 5: Worked Examples (General)

The following examples are arranged to illustrate each of the General Rules listed in Part 1 above. Some examples are worked through using the Key Decisions listed in Part 2 above; others are shown already classified to illustrate specific points.

In the following examples and exercises, the title only is provided where self-explanatory; otherwise a brief summary of the book or other relevant information is provided to explain the classification. As in Part 4, the examples are a mixture of real and imaginary works, chosen purely for their illustrative value.

Note in the following examples that where multiple values of subject categories (A-Y) and/or qualifiers are assigned to represent the full subject content of the book, they are not concatenated, i.e. joined together. All BIC Category and Qualifier values may be held as codes only, but they should be held either in separate fields or as separate occurrences of a repeatable field.

### 5.1 Rule 1: Ensure the first Category entered is the primary subject

Taking advantage of all available information about the subject and scope of the work, ensure the first BIC Category indicates the most pertinent and important subject of the work.

#### Example 5.1.1

##### *Recent Advances in Haematology*

This is a text for medical practitioners and students. From the title of the book and the accompanying information, the subject of the book is clearly haematology, a branch of medicine. Turn to Section M “Medicine” and look for an appropriate heading (or search for “haematology” in an index if available).

An appropriate heading MJF “Haematology” is found within the sequence under MJ “Clinical & internal medicine”. This context confirms the suitability of the Category.

*Assign: MJF Haematology*

In this case the primary Subject Category entirely defines the work. No other Category or Qualifier is required.

#### Example 5.1.2

##### *Doctors and Nurses (World of Work series)*

This is a book for children, so the primary Category is not from Section M but from Section Y. It is more about the people and their work than actual medical science.

*Assign: YNK Work & industry, world of work (Children's/Teenage)  
YNT Science & technology (Children's/Teenage)*

### Example 5.1.3

#### *A Who's Who of Western Philosophy*

The main subject of the book is Western philosophy, but another subsidiary Category should be added to indicate the nature of the work.

Assign:        *HPC*     *History of Western philosophy*  
                  *GBCB*    *Dictionaries of biography (Who's Who)*

### Example 5.1.4

#### *The illustrated encyclopaedia of Jazz and Blues*

Sometimes a work has multiple subject content, and gives equal weight to two or more subjects. These may be from quite different areas of the Categories, such as politics and industry, or they may be closely related, as in the example.

Since both subjects, Jazz and Blues, have equal status, it would be correct to assign either of the following as the primary category. In this instance one may as well follow the sequence given in the title.

It is also useful to add an indication that this is a reference work, the text arranged under distinct entries rather than to be read through. Turn to the sequence GB "Encyclopaedias & Reference Works". Note the instruction at GBA; despite its title, this book is not a true general encyclopaedia, but a subject-specific reference work.

Assign:        *AVGJ*    *Jazz*  
                  *AVGK*    *Blues*  
                  *GBC*     *Reference works*

### Example 5.1.5

#### *Middle Ages Activity Book (Crafty Histories series)*

This book is packed with activities for children rather than being a straightforward history book, so in this case the nature of the book takes precedence over the subject.

Assign:        *YBG*     *Interactive & activity books & packs*  
                  *YNH*     *History & the past: general interest (Children's/Teenage)*  
                  *5AG*     *interest age: from c 6 years*

### Example 5.1.6

#### *The Bumper Book of Puzzles for All the Family*

Books expressly intended both for adults and children should be classified with corresponding Categories from the Adult Sections A-W and from Section Y. The choice of primary Category is arbitrary, as the meaning is the same.

Assign:        *WDK*     *Puzzles & quizzes*  
                  *YNVP*    *Puzzle books (Children's/Teenage)*

### Example 5.1.7

#### *Six Great Sherlock Holmes Stories*

The work in hand comprises classic crime short stories, so several Categories must be used to classify it fully. For works of fiction however, genre is always regarded as the dominant characteristic. Note that under FF “Crime & mystery”, a more precise Category for classic crime is available (so this example also illustrates Rule 2).

Assign:        *FFC*    *Classic crime*  
                  *FYB*    *Short stories*

### Example 5.1.8

#### *Observer Book of Garden Birds*

This is a general interest work, not a scientific text. Refer to Section W.

Assign:        *WNCB*    *Wildlife: birds & birdwatching*

### Example 5.1.9

#### *Evolution of the Feeding Apparatus in the Avian Orders Coraciiformes and Piciformes*

A specialist work of ornithology in the Life Sciences. Refer to Section P.

Assign:        *PSVW6*    *Birds (ornithology)*  
                  *PSAJ*        *Evolution*

## 5.2 Rule 2: Classify titles as precisely as possible or as broadly as required

If a book is precisely on a specific topic matching a BIC Category, use that precise code only; if it is broad-ranging in its scope within a single subject area, use a single broad BIC Category rather than listing all the more specific Categories listed beneath it.

Because of the hierarchical nature of the codes, it is not necessary to use “high-level” codes in conjunction with immediately subsequent codes denoting specific subjects. With the specific Category JMTD “Sleep & dreams”, for example, there is no need to add the broader (and shorter) code JM “Psychology” to indicate the wider context of the subject. The fact that the subject is an aspect of Psychology is implicit in the code.

It is entirely redundant and misleading to enter constructs such as “A and AC and ACX and ACXD and ACXD2” when all that is required is ACXD2 precisely.

### Example 5.2.1

#### *The Nursing of Elderly Patients in Psychiatric Wards*

The Nursing sequence is in Section M “Medicine” beginning “MQC”. The user must turn to the entry in the hierarchical listing and browse through the sequence of codes shown. Rather than classifying this book under the broad Category MQC “Nursing”, note the following Categories which *precisely* describe it:

<i>Assign:</i>	<i>MQCL4</i>	<i>Geriatric nursing</i>
	<i>MQCL5</i>	<i>Psychiatric nursing</i>

### Example 5.2.2

#### *Introduction to Nursing*

In this case, the scope is broad and covers all of nursing. Rather than assigning all the individual level 4 sub-categories under MQC, it is useful and appropriate to assign the single broad code.

<i>Assign:</i>	<i>MQC</i>	<i>Nursing</i>
----------------	------------	----------------

### 5.3 Rule 3: Assign as many Categories as are required

If the book covers several subject areas, assign relevant Categories from across the BIC scheme to indicate this, as many as are required and that space allows (see Note B below). Assign only Categories for subjects that the book is substantially about as a whole, not for subjects that are peripheral.

There are no fixed limits on the number of Categories or Qualifiers that may be applied in the BIC scheme; limitations tend to be imposed by the different systems on which users are working. The BIC scheme cannot be used to best effect if only a single value may be assigned; it is designed to allow multiple values. In practice, a limit of 4 or 5 each of Categories and Qualifiers will be sufficient to cover nearly all circumstances.

#### Example 5.3.1

##### *Ancient Greece in Art, Film, Fiction and Popular Culture*

A multidisciplinary study of the representation of Ancient Greece, this requires Categories from several Sections.

<i>Assign:</i>	<i>HBLA1</i>	<i>Classical history / classical civilisation</i>
	<i>AC</i>	<i>History of art / art styles</i>
	<i>APF</i>	<i>Films, cinema</i>
	<i>DSK</i>	<i>Literary studies: fiction, novelists &amp; prose writers</i>
	<i>JFCA</i>	<i>Popular culture</i>
	<i>1QDAG</i>	<i>Ancient Greece</i>

#### Example 5.3.2

##### *Spot's Pop-Up Book of Shapes*

This book is primarily an early learning picture book on shapes, but it is also significant that it features the popular character of Spot the Dog, and has pop-up elements. Although this involves a number of Categories from the YB "Picture books, activity books & early learning material" sequence, it is better in this case to list them all because this sequence covers a range of specific Categories and is not a meaningful heading in its own right (in contrast to Example 5.2.2 above).

<i>Assign:</i>	<i>YBLH</i>	<i>Early learning: sizes, shapes &amp; patterns</i>
	<i>YBCH</i>	<i>Picture books: character books</i>
	<i>YBGP</i>	<i>Pop-up &amp; lift-the-flap books</i>

## 5.4 Rule 4: Observe any usage notes and instructions linked to Categories

In the hierarchical listing, many Categories carry specific usage notes and instructions; sometimes these are listed under a Level 1 or Level 2 Category but they apply to all following sub-Categories. This is a key reason why any BIC Category should be checked in the context of the hierarchical listing before use. These usage notes and instructions carry important and useful information about using the BIC scheme and help maintain consistency.

### Example 5.4.1

#### *The Roots of Synthetic Theology in Judaism*

Non-Christian theology is generally classed at HRLB, but note the instruction at HRL: “Prefer religion-specific codes above where available, e.g. for Islamic theology, use HRHT, not HRH with HRLB”.

Assign:        *HRJT*    *Judaism: theology*

### Example 5.4.2

#### *New Worlds: A Collection of Science Fiction Stories from the Fifties and Sixties*

An anthology of stories from various SF writers. Note the cross-reference entry at the end of the FY “Fiction: Special Features” sequence, stating that fiction anthologies should be classified with DQ “Anthologies” plus the appropriate F\* code. As ever with fiction, the genre or type is primary.

Assign:        *FLC*    *Classic science fiction*  
                  *DQ*     *Anthologies (non-poetry)*

### Example 5.4.3

#### *An Essay Concerning Human Understanding*

A text by the empiricist philosopher John Locke. Given the title, the user may be tempted to assign DNF “Literary essays”, but note the instruction here that essays on a particular subject should be classified within the subject. The “Class Here” note at HPCD1 helps the user choose the correct philosophy Category.

Assign:        *HPCD1*        *Western philosophy: Enlightenment*

Note also the instruction “Do not use ... on individual books” linked to various Level 1 and Level 2 codes in the hierarchical listing, e.g. B, HB, P, YD, etc. Assign a more specific Category from the subsequent section.

## 5.5 Rule 5: Add Qualifiers whenever appropriate

Many of the usage notes and instructions linked to Categories in the hierarchical listing relate to the use of Qualifiers.

The Qualifiers are associated with the book as a whole and not with a specific Category, although the link between Category and Qualifier is often implicit (eg between CJ\* “Language teaching & learning” Categories and Language Qualifiers).

See also examples using Qualifiers throughout Part 4 above.

### Example 5.5.1

*Marrakesh: the independent traveller’s guide*

Travel guides are obvious examples of works to which Geographical Qualifiers should be applied. Turn to the Geographical Qualifiers. There is no specific entry for Marrakesh, so use “Morocco”.

Assign:	WTH	Travel & holiday guides
	1HBM	Morocco

### Example 5.5.2

*Teach yourself German*

Language books should always carry a Language Qualifier (except see the general instruction for Section E “English Language Teaching (ELT)”.

Assign:	CJBT	Language self-study texts
	2ACG	German

### Example 5.5.3

*A History of France from the Second Republic to the Franco-Prussian War*

For many history books, both Geographical and Time Period Qualifiers are appropriate. Observe the general instruction for Time Period Qualifiers to assign the fewest appropriate Qualifiers needed to indicate the bulk of the period covered.

Assign:	HBJD	European history
	HBLL	Modern history to 20th century: c 1700 to c 1900
	1DDF	France
	3JH	c 1800 to c 1900

#### Example 5.5.4

##### *Intermediate GNVQ Art and Design*

For all texts designed for a specific examination, course or educational level, always check the Educational Purpose Qualifiers and assign the most precise Qualifier.

Assign:       AK               Industrial / commercial art & design  
                  4KVNN           For GNVQ Intermediate

#### Example 5.5.5

##### *Britain from Churchill to Blair*

This book on British post-war history is for GCSE students, and thus requires an Educational Purpose Qualifier. It is also appropriate to assign Geographic and Time Period Qualifiers.

Assign:       YQH       Educational: History  
                  1DBK       United Kingdom, Great Britain  
                  3JJP       Post-war period, 1945 to c 2000  
                  4KHT       For National Curriculum Key Stage 4 & GCSE

#### Example 5.5.6

##### *100 Ideas for Festive Entertaining*

This book features ideas for parties, recipes, and decorations at Christmas, and as such the appropriate Holidays & Seasonal Interest Qualifier should be assigned.

Assign:       WJX       Parties, etiquette & entertaining  
                  WBR       Cooking for parties  
                  5HC       Christmas

## Part 6: Entry and Display of BIC Codes on Systems

The BIC scheme is implemented on a range of systems and bibliographic record formats over which it has no control. The BIC Category and Qualifier values may be held in a variety of field structures so long as two principles are adhered to:

- 1) the beginning and end of each code value (Category or Qualifier) must be clearly demarcated, i.e. they can be held as a string in a single field so long as there are delimiters between each value;
- 2) the Qualifiers are associated with the record as a whole, and should/need not be explicitly linked to a specific Category.

Clearly, if several Category codes were simply strung together it would be impossible to tell where one ended and the next began. Further, because some Category codes end with numbers and all Qualifier codes begin with a number, you cannot rely on the presence of a number, eg 1, to indicate the start of a Qualifier code, eg a Geographical Qualifier such as 1HBW. Thus a single string HRCC1HBW is ambiguous – it could mean Category HRCC plus Qualifier 1HBW or Category HRCC1 plus Category HBW.

The use of delimiters such as / or ; is required where values are held in a single field. Alternatively, Subjects and Qualifiers may be held in separate fields. Any of the following arrangements are fine:

*BIC:* DSC/DSBH5/2ADS/1KLSR

*SUBJECTS:* DSC;DSBH5

*QUALIFIERS:* 2ADS;1KLSR

*SUBJECT(1):* DSC

*SUBJECT(2):* DSBH5

*QUALIFIER(1):* 2ADS

*QUALIFIER(2):* 1KLSR

*Etc*

The above configurations also illustrate principle 2, that Qualifiers need not and should not be appended to specific Categories.

## Part 7: Use of BIC Categories and Qualifiers in ONIX

In all releases of ONIX up to and including ONIX 2.1, there are specific elements for BIC values in PR.13 Subject. PR13.3 is for “BIC Main Subject Category”, and additional BIC Categories and Qualifiers may be added through the “Additional Subject Composite”.

Note that in the phrase “BIC Main Subject Category”, the word "main" should be taken to mean "primary", "most important", or "most pertinent" – rather than "broad". It should be taken to refer to a specific code, rather than to a whole section of BIC such as M = Medicine.

In other words: *if you could use only one BIC code to describe the subject of the book, what would it be? (i.e. apply Rule 1).*

ONIX providers should provide here as complete (i.e. as long) and precise a BIC code as is appropriate. For example, a book on the Quakers should have a BIC Main Subject Category of "HRCC97" and not simply H to indicate Humanities, or HR for Religion.

In ONIX 3.0, the “BIC Main Subject Category” is removed to promote a more even-handed approach to the use of subject classification schemes. You now need to specify you are sending a BIC Subject Category (value 12 from List 27) or a BIC Qualifier (values 13 to 17), and also specify the Version number. Optionally, you can use the “Main Subject Flag” to indicate the primary subject code. Thus, the BIC data for Example 5.5.6 above, namely *100 Ideas for Festive Entertaining*, classed as

WJX	Parties, etiquette & entertaining
WBR	Cooking for parties
5HC	Christmas

Would be sent in an ONIX 3.0 record as follows:

```
<Subject>
  <MainSubject/> (optional)
  <SubjectSchemeIdentifier>12</SubjectSchemeIdentifier>
  <SubjectSchemeVersion>2.1</SubjectSchemeVersion>
  <SubjectCode>WJX</SubjectCode>
  <SubjectHeadingText>Parties, etiquette & entertaining</SubjectHeadingText> (optional)
</Subject>
<Subject>
  <SubjectSchemeIdentifier>12</SubjectSchemeIdentifier>
  <SubjectSchemeVersion>2.1</SubjectSchemeVersion>
  <SubjectCode>WBR</SubjectCode>
  <SubjectHeadingText>Cooking for parties</SubjectHeadingText> (optional)
</Subject>
<Subject>
  <MainSubject/> (optional)
  <SubjectSchemeIdentifier>17</SubjectSchemeIdentifier>
  <SubjectSchemeVersion>2.1</SubjectSchemeVersion>
  <SubjectCode>5HC</SubjectCode>
  <SubjectHeadingText>Christmas</SubjectHeadingText> (optional)
</Subject>
```