

# BIC2

*BIC Standard Subject Categories &  
Qualifiers, Version 2*

General Guidelines for Users  
Release 3.3: July 2009

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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 of the BIC scheme (BIC2) was released in April 2006. It replaces the interim Version 1.1.

It 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
- Conversion instructions for migrating from BIC1.1 to BIC2.
- Excel files of BIC2 Categories and Qualifiers, with all formatting and notes removed, suitable for loading as authority files in bibliographic systems
- Indexes (see Part 2)

## Part 1: General Rules

The basic rules for assigning BIC2 Categories and Qualifiers, 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 (eg 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 (i.e. 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 Indexes or Text Search

In addition to the hierarchical listing, a series of indexes to BIC2 is to be made available for users:

- Index of Adult Categories
- Index of Children's Categories
- Index of Geographical Qualifiers
- Index of Language Qualifiers

(The other Qualifier listings are so short they can be quickly scanned in their entirety and require no index.)

Similarly, users may have access to a text search facility that enables them to search for words from the subject headings, without having to specify the code.

These 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 be taken on 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.

### Part 3: Readership / Treatment

Whether working with an index 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 young adults, 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 (eg crime fiction) or to specialist material (eg 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, young adult and educational material (except ELT, see below): Section Y. Note use of Educational Purpose and Reading 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 section 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" sub-section 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. Other values, new to BIC2, represent a significant change from BIC1.1 practice. 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, Young Adult & Educational

Section Y contains all Categories for use with books for children and young adults (up to c 16 years). This includes 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). Section Y has been radically revised in BIC2, resulting in a much shorter and simpler section, designed from the bottom up to reflect the particular features of this special sector of publishing.

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 Educational Purpose or Reading Age / Level sections. It is particularly important to assign Educational Purpose Qualifiers with all Categories from YQ "Educational Material" and Reading Age /Level Qualifiers with all Categories from YF "Children's & Young Adult Fiction & True Stories".

Note that "reading age/level" should be interpreted in the broadest sense as the lowest age for which the book is intended: it is more to do with the 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)".

#### Example 4.1.1

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

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

Assign:            YFH            *Fantasy & magical realism (Children's/YA)*  
                         5AJ            *Reading 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.

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

### 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 & Young Adult: General Non-fiction”, rather than YQ. It benefits from a Reading Age Qualifier rather than a formal Educational Purpose Qualifier.

<i>Assign:</i>	<i>YNH</i>	<i>History &amp; the past: general interest (Children's/YA)</i>
	<i>5AF</i>	<i>Reading age: from c 5 years</i>

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”, 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.

<i>Assign:</i>	<i>YQC</i>	<i>Educational: English language &amp; literacy</i>
	<i>2AB</i>	<i>English</i>
	<i>4KHJ</i>	<i>For National Curriculum Key Stage 2</i>
	<i>4Y</i>	<i>Designed for home learning</i>

Note that the same codes, in YX “Personal & Social Issues”, are 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 4.1.5

*Four Days till Friday*

This novel addresses the issue of bullying.

<i>Assign:</i>	YFS	<i>School stories (Children's/YA)</i>
	YXC	<i>Personal &amp; social issues: bullying, violence &amp; abuse (Children's/YA)</i>
	5AL	<i>From c 10 years</i>

Example 4.1.6

*Bullies, Bigmouths and So-called Friends*

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

<i>Assign:</i>	YXC	<i>Personal &amp; social issues: bullying, violence &amp; abuse (Children's/YA)</i>
	5AL	<i>From c 10 years</i>

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, eg 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 JNUM “Teacher’s classroom resources & material” and also with a Category indicating the subject, typically from YQ\*, and 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.

<i>Assign:</i>	<i>JNUM</i>	<i>Teacher’s classroom resources &amp; material</i>
	<i>YQS</i>	<i>Educational: Sciences, general science</i>
	<i>4KHJ</i>	<i>For National Curriculum Key Stage 2</i>

### 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.

<i>Assign:</i>	<i>JNU</i>	<i>Teaching of a specific subject</i>
	<i>YQM</i>	<i>Educational: Mathematics &amp; numeracy</i>
	<i>JNLC</i>	<i>Secondary schools</i>

(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

Whereas BIC1.1 had a single Qualifier 4R to indicate study & revision guides, this is replaced in BIC2 by a series of Categories placed within the appropriate subject area, for use with the vast majority of such items. 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\* “Medicine: 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 with the appropriate Y\* code indicating the subject.*

- YQZ “Educational: study & revision guides”

For A/AS Level study guides, use the new Qualifier 4KLR, in conjunction with the appropriate Subject Category from the Adult sections (ie 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: Foreign languages</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

Whereas BIC1.1 had multiple “pre-assembled” History Categories, indicating both the geographical area and the time period, BIC2 has two separate sequences, one for the region (HBJ\*) and one for the period (HBL\*), which must be used in combination in order to represent the information previously held in a single Category. BIC2 also features 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 for consistency and greater precision.

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.

<i>Assign:</i>	<i>HBJD1</i>	<i>British &amp; Irish history</i>
	<i>HBLH</i>	<i>Early modern history: c 1450/1500 to c 1700</i>
	<i>1DBKE</i>	<i>England</i>
	<i>3JB</i>	<i>c 1500 to c 1600</i>

##### Example 4.4.2

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

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

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

### 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.

<i>Assign:</i>	<i>HBTB</i>	<i>Social &amp; cultural history</i>
	<i>HBJD</i>	<i>European history</i>
	<i>HBLL</i>	<i>Modern history: c 1700 to c 1900</i>
	<i>HBWH</i>	<i>Napoleonic Wars</i>
	<i>1D</i>	<i>Europe</i>
	<i>3JH</i>	<i>c 1800 to c 1900</i>

### Example 4.4.4

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

Ancient History takes precedence.

<i>Assign:</i>	<i>HBLA</i>	<i>Ancient History</i>
	<i>HBJD</i>	<i>European history</i>
	<i>1QDAR</i>	<i>Ancient Rome</i>

### Example 4.4.5

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

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

<i>Assign:</i>	<i>HBG</i>	<i>General &amp; world history</i>
	<i>HBLW</i>	<i>20th century history: c 1900 to c 2000</i>
	<i>3JJ</i>	<i>20th century</i>

## **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.

<i>Assign:</i>	<i>ACND</i>	<i>Renaissance art</i>
	<i>AFKB</i>	<i>Sculpture</i>
	<i>1DST</i>	<i>Italy</i>

## 4.5 Biography, Autobiography, Diaries & Memoirs

Note that BIC2 distinguishes between biographies and autobiographies for the first time, and also introduces categories for special kinds of biographical works: BM “Memoirs” and BJ “Diaries, letters & journals”. See notes in the hierarchical listing for definitions and advice on usage.

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 BIC2 convention, slightly refined in this Release 2, 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 and should be classed by subject – although it may qualify for the addition of BM or BJ. See the following examples. .

### Example 4.5.1

*David Beckham: My Son*

A biography of footballer David Beckham by his father.

<i>Assign:</i>	<i>BGS</i>	<i>Biography: sport</i>
	<i>WSJA</i>	<i>Football (Soccer, Association football)</i>

### 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.

<i>Assign:</i>	<i>WSJA</i>	<i>Football (Soccer, Association football)</i>
	<i>BJ</i>	<i>Diaries, letters &amp; journals</i>
	<i>1DBKESL</i>	<i>London, Greater London</i>
	<i>3JJPL</i>	<i>c 1970 to c 1980</i>

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 4.5.3

*Angela's Ashes*

An evocative memoir of an Irish childhood.

Assign:        *BM*                *Memoirs*  
                  *1DBR*                *Ireland*

Example 4.5.4

*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 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.

Note that, in BIC2, "True Stories" is now listed in Section B, rather than in Section F "Fiction". This means it is generally redundant to add a "biography" Category alongside a "True Stories" Category, as might previously have been thought necessary in some cases.

As ever, 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.

It is permissible to use Qualifiers with "True Stories" if pertinent.

Example 4.5.5

*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.

<i>Assign:</i>	<i>BGL</i>	<i>Biography: literary</i>
	<i>DSC</i>	<i>Literary studies: poetry &amp; poets</i>
	<i>DSBH</i>	<i>Literary studies: from c 1900</i>
	<i>2AB</i>	<i>English</i>

For “critical editions” (ie 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.

<i>Assign:</i>	<i>DCF</i>	<i>Poetry by individual poets</i>
	<i>DSC</i>	<i>Literary studies: poetry &amp; poets</i>
	<i>DSBF</i>	<i>Literary studies: c 1800 to c 1900</i>
	<i>2AB</i>	<i>English</i>

Note that in BIC2, screenplays, television scripts and radio scripts are removed from the literary texts section and located under their respective medium in AP “Film, TV and Radio”.

## 4.7 Gay & Lesbian Interest

In BIC2, the previous CXG\* codes for “Literature of special Gay & Lesbian interest” have been deleted and replaced by values in the new Reading Level & Special Interest Qualifiers listing.

These 5S\* Qualifiers can therefore be used with D\* and F\* codes as before 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.

<i>Assign:</i>	<i>WTH</i>	<i>Travel &amp; holiday guides</i>
	<i>1DFG</i>	<i>Germany</i>
	<i>5SG</i>	<i>Of specific Gay interest</i>

### Example 4.7.2

#### *Best Lesbian Erotica*

An anthology of erotic Lesbian fiction.

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

### 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.

<i>Assign:</i>	<i>JFSK</i>	<i>Gay &amp; Lesbian studies</i>
	<i>HBTB</i>	<i>Social &amp; cultural history</i>
	<i>1KBB</i>	<i>USA</i>

## 4.8 Society, Culture & Sociology

The previous JB “Sociology, Social Sciences” section has been broken up and significantly restructured in BIC2 to reflect the fact that Sociology is a relatively narrow academic speciality and that many books on society, culture and social issues are of broader appeal, and should not be classified with Categories explicitly listed under Sociology.

To this end, topics such as “Cultural Studies”, “Media Studies” and “Controversial Knowledge” are brought in to a new broad JF “Society & Culture: General” sub-section, while Sociology & Anthropology are listed separately at JH. JH\* and JF\* codes may be used together to indicate a sociological approach to a topic listed under JF\*.

### 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.

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

### Example 4.8.2

*After Subculture: Critical Studies in Contemporary Youth Culture*

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

<i>Assign:</i>	<i>JFCA</i>	<i>Popular culture</i>
	<i>JFSP2</i>	<i>Age groups: adolescents</i>
	<i>JHBT</i>	<i>Sociology: customs &amp; traditions</i>

## 4.9 Maps & Atlases

In BIC1.1, most maps and atlases, except travel maps and road maps/atlasses, were classified under RGT “Maps, charts & atlases”. That Category has now been deleted and these items are now distributed widely as follows:

- World atlases, world maps and globes: use GBG\* “Geographical Reference” codes
- Specialist maps (eg 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, eg 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)

### Example 4.9.3

*AA Road Atlas Britain 1:200,000*

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

### Example 4.9.4

*OS Landranger 128: Derby & Burton upon Trent*

Assign:           WTRM           Travel maps  
                      WSCZ           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 in BIC2 the revised UM “Computer Programming / Software Development” sub-section concentrates on the type or purpose of programming rather than 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++*

Whereas this would previously have been classified with a Category indicating the programming language it is now classified with a Category indicating the type of programming.

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

Whereas in previous editions of BIC Section L “Law” contained separate lists of headings specifically for English Law, for Scots Law, for EU Law and for Laws of Other Jurisdictions, BIC2, as part of a conscious effort to reduce Anglo-centric bias, has a single list of Categories at LN “Laws of Specific Jurisdictions”.

As explained in the Scope Note at LN, this single listing makes it imperative that LN\* codes are used with a Geographical Qualifier indicating the country or jurisdiction to which the law applies, eg 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
	1DKKW	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, ie 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 (People Who Help Us 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/YA)  
                      YNT            Science & technology (Children's/YA)

### 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.

<i>Assign:</i>	<i>HPC</i>	<i>History of Western philosophy</i>
	<i>GBCB</i>	<i>Dictionaries of biography (Who's Who)</i>

### 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.

<i>Assign:</i>	<i>AVGJ</i>	<i>Jazz</i>
	<i>AVGK</i>	<i>Blues</i>
	<i>GBC</i>	<i>Reference works</i>

### 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.

<i>Assign:</i>	<i>YBG</i>	<i>Interactive &amp; activity books &amp; packs</i>
	<i>YNH</i>	<i>History &amp; the past: general interest (Children's/YA)</i>
	<i>5AG</i>	<i>Reading age: from c 6 years</i>

### 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.

<i>Assign:</i>	<i>WDK</i>	<i>Puzzles &amp; quizzes</i>
	<i>YNVP</i>	<i>Puzzle books (Children's/YA)</i>

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 JM TD “Sleep & dreams”, for example, there is no need to add the broader (i.e. 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>
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### 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, eg 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  
                  FYB           Short stories  
                  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. eg 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 in 4.1, 4.2, 4.3, 4.4, 4.6, 4.7 and 4.9 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.

<i>Assign:</i>	<i>AK</i>	<i>Industrial / commercial art &amp; design</i>
	<i>4KVNN</i>	<i>For GNVQ Intermediate</i>

#### 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.

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

#### 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.

<i>Assign:</i>	<i>WJX</i>	<i>Parties, etiquette &amp; entertaining</i>
	<i>WBR</i>	<i>Cooking for parties</i>
	<i>5HC</i>	<i>Christmas</i>

## 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, ie 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? (ie apply Rule 1).*

ONIX providers should provide here as complete (ie 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</SubjectSchemeVersion>
  <SubjectCode>WJX</SubjectCode>
  <SubjectHeadingText>Parties, etiquette & entertaining</SubjectHeadingText> (optional)
</Subject>
<Subject>
  <SubjectSchemeIdentifier>12</SubjectSchemeIdentifier>
  <SubjectSchemeVersion>2</SubjectSchemeVersion>
  <SubjectCode>WBR</SubjectCode>
  <SubjectHeadingText>Cooking for parties</SubjectHeadingText> (optional)
</Subject>
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