Below is a list of 50 terms relating to musical instruments.

1. Bagpipes
2. Bell
3. Bodhran
4. Bowed chordophones
5. Brass
6. Bugle
7. Concertina
8. Conga
9. Cor anglais
10. Crumhorn
11. Cymbals
12. Dobro
13. Double bass
14. Dulcimer
15. Electric guitar
16. Electrophones
17. French horn
18. Friction membranophones
19. Harp
20. Harpsichord
21. Hawaiian guitar
22. Idiophones
23. Kalimba
24. Koto
25. Lagerphone
26. Lyre
27. Maracas
28. Mellotron
29. Membranophones
30. Mirliton
31. Oboe
32. Panpipe
33. Piano
34. Plucked chordophones
35. Plucked idiophones
36. Polyphonic aerophones
37. Recorder
38. Ring modulator
39. Shaken idiophones
40. Sheng
41. Steel guitar
42. Struck membranophones
43. Tambourine
44. Theremin
45. Thumb piano
46. Timpani
47. Tuba
48. Violin
49. Woodwinds
50. Xylophone

Your task is to construct a hierarchical classification schema and thesaurus which make clear the relationship between the terms above (as well as some terms that you will add). In addition, you are required to discuss some of the information management issues that may arise with their use.

Part 1:

Having identified which (if any) terms do not belong to your controlled vocabulary, establish a hierarchy for all the musical instruments that fall within your controlled vocabulary. Use a maximum of 5 primary headings. All other terms in the list that fall within your controlled vocabulary must be arranged as secondary or tertiary terms under these primary headings.
Add ten extra terms of your own to the hierarchy (When you complete the thesaurus, you must underline the entries for these extra terms.). Hint: two terms are currently missing at the primary level, and at least two terms are currently missing at the secondary level, so you must include all required primary secondary level terms as part of your ten additional terms. Furthermore, one primary term may directly group together particular musical instruments, without further subdivision.

(NB. A completed hierarchical classification, including your ten extra terms, must be submitted as part of the assignment.)

**Part 2:**

Create a thesaurus entry for each of the sixty terms (that is, the fifty original terms, plus your ten extra terms), including any that fall outside your controlled vocabulary. Each entry must include the following elements, if relevant:

- **BT** (broader term) – the wider set of which the current term is a subset
- **NT** (narrower term) – a subset of the current term
- **RT** (related term) – other terms within the hierarchy that belong to the same subset as the current term
- **UF** (use for) – helps to identify synonymous terms which are not part of your controlled vocabulary
- **USE** (use) – identifies your chosen controlled vocabulary term in the case of synonyms

See sample below.

Primary terms in your hierarchy must also include a scope note (SN). For this exercise you do not need to write a scope note for terms other than the five primary terms selected in Part 1, unless you feel the need to explain such other terms or how you have used them (for example, in explaining why a term has been included within the controlled vocabulary in preference to another with which it is synonymous).

**Your thesaurus must be arranged in alphabetical order.**

**Part 3:**

Explain (in 500 words or more) how a hierarchical classification schema and thesaurus such as the one you have constructed would be relevant to the use of musical instruments, by answering the following questions:

- Who would need to use it?
- What advantages could arise from its use?
- What disadvantages could arise from its use?
- By what other means could these musical instruments be classified?
- What would be the advantages and disadvantages of some such different classification system for musical instruments?
- In what ways is a controlled vocabulary needed in a context such as this?
SAMPLE:

Unsorted terms: apple, cantaloupe, fruit, orange, peach, pipped fruit, plum, rockmelon, stoned fruit

1. As a hierarchical classification scheme:

```
fruit
  pipped fruit
    apple
    cantaloupe
    orange
  stoned fruit
    peach
    plum
```

2. As thesaurus entries:

APPLE

- Pipped fruit (BT)
- Cantaloupe (RT)
- Orange (RT)

CANTALOUPE

(SN) Known in parts of Australia as rockmelon, the common usage for this fruit in Melbourne is cantaloupe.

- Pipped fruit (BT)
- Apple (RT)
- Orange (RT)
- UF Rockmelon

FRUIT

(SN): ‘the ripened ovary or ovaries of a seed-bearing plant’
(http://dictionary.reference.com/search?q=fruit)

- Pipped fruit (NT)
- Stoned fruit (NT)

ORANGE

- Pipped fruit (BT)
- Apple (RT)
- Cantaloupe (RT)
PEACH

Stoned fruit (BT)
Plum (RT)

PIPPED FRUIT

Fruit (BT)
Stoned fruit (RT)
Apple (NT)
Cantaloupe (NT)
Orange (NT)

PLUM

Stoned fruit (BT)
Peach (RT)

ROCKMELON

USE Cantaloupe

STONED FRUIT

Fruit (BT)
Pipped fruit (RT)
Peach (NT)
Plum (NT)

ASSESSMENT CRITERIA:

Assignments of an HD standard will demonstrate the following qualities:

- a logical and consistent application of hierarchical classification methodology
- thesaurus entries which are consistently entered in accordance with the logic and hierarchy of the classification scheme
- a considered reflection upon the practical application of the hierarchical classification schema, thesaurus and controlled vocabulary
- clear, accurate presentation

MARKS: 15% of total for the unit.