### Part 1 – constructing a hierarchical classification schema

All controlled vocabulary terms arranged as primary, secondary or tertiary terms, including the 10 relevant terms (underlined) that you have added.

/20

### Part 2 – constructing a thesaurus for the hierarchical classification schema

Alphabetically arranged entries for all 60 terms, including any that fall outside your controlled vocabulary. Scope notes for all primary terms, and for other terms where you deem this necessary. BT/NT/RT/UF/USE used where necessary to identify the relationship between terms.

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### Part 3 – discussion of the schema’s role in the use of musical instruments

500 or more of your own words addressing 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?

/40

Total (to be converted to 15%) /100

Marked by: ________________________________