

# Young people's use of entertainment mediums – 2010



OFFICE OF FILM  
& LITERATURE  
CLASSIFICATION

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**YOUNG PEOPLE'S USE OF ENTERTAINMENT MEDIUMS - 2010**

Authors: Office of Film and Literature Classification and  
UMR Research Ltd

Publisher: Office of Film and Literature Classification  
July 2010

ISBN – 978-0-477-10323-7 (Paperback)  
ISBN – 978-0-477-10324-4 (PDF)

August 2010

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## Executive Summary

### Introduction

Preventing injury to the public good in relation to the welfare and wellbeing of young people is the reason for many Office of Film and Literature Classification decisions which restrict the availability of publications. It is important, therefore, that the Office seeks out the views of young people to understand their media behaviours and preferences so that it can appropriately apply the protective mechanisms of the Films, Videos, and Publications Act 1993, balanced with young people's freedom of expression rights.

In 2006, the Classification Office undertook research to obtain a snapshot of how young people in New Zealand were using the entertainment mediums they had access to. This research highlighted the frequency with which young people were interacting with mediums such as cinema, DVDs and video games, and gave insights into the sorts of entertainment choices they were making.

Four years later, in 2010, as technology continues to evolve at an ever-increasing rate, it is pertinent to update this research to reflect upon how young people's use of entertainment mediums has changed since 2006 or, in some cases, stayed the same.

The present research revisited the same regions in New Zealand with a survey containing many questions from the 2006 research, enabling comparisons to be made over time. Some new questions were also introduced in order to reflect changing technological options or to deepen understanding of how the classification system impacts on young people's use of entertainment mediums.

This report is based on a survey of 524 Media Studies students from 28 schools. The majority (59%) participated while attending the Classification Office's 2010 Term 1 *Censor for a Day* events in Wellington, Christchurch and Dunedin<sup>1</sup>. The remaining students from Nelson and Invercargill completed the survey by post.

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<sup>1</sup> *Censor for a Day* events are conducted twice a year. Media Studies students and their teachers are invited to attend a presentation at a cinema in their town during which the classification law and its application is explained and discussed; a pre-release feature film is viewed; and students individually complete a questionnaire that guides them through the classification decision-making process in order to recommend a classification for the film viewed.

## **Main findings**

The data indicates that there have been substantial movements in young people's use of DVDs and computer/console games since 2006.

### **Young people are watching DVDs more often...**

There was an increase in the number of students who reported watching DVDs at least once a week (73%, up from 63% in 2006). Within that percentage, the number of students watching a DVD every day increased from 3% in 2006 to 10% in 2010.

### **...and going to the cinema less often**

In contrast to the rise in use of DVDs, young people's attendance at the cinema has declined. In 2006, 70% of students reported going to the cinema at least once every 2-3 months. In 2010, that figure fell to 61%.

### **More students are playing computer and console games – and more often**

In both studies students were asked how often they played computer or console games. Overall, 92% of students reported playing computer or console games compared with 81% in 2006. 57% of the students in the 2010 research reported playing games at least once a week, compared with only 38% in 2006. Of the 57%, 23% reported playing games every day (in 2006 only 9% reported playing every day).

### **Most own a mobile phone, but few have a smart phone<sup>2</sup>**

The majority of students reported owning a mobile phone (96%). This is almost the same as the result in 2006 (98%). In 2010, students were also asked if their phone was a smart phone or 3G capable. Only 27% reported having a phone of this type – 51% said they didn't, and 22% were unsure which category their phone fell into.

### **They mainly use their phones for texting...**

All students who reported owning a mobile phone text at least occasionally – 85% text every day.

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<sup>2</sup> A 'smart phone' is a mobile phone that has advanced capabilities, such as a PC-like operating system and internet access.

### **...and make voice calls less often**

In 2006, 91% of the students said they used their mobile phone for voice calls. In 2010, that figure dropped to 80%. The number of students using their mobile phones for pxtting<sup>3</sup> also dropped from 63% to 37%.

### **Young people mostly watch films and play games at home**

When asked where they mostly watched films, 73% of students said they watched them at home, while only 6% mainly watched them at the cinema.

77% of those who reported playing electronic games said they mostly played them at home. 19% said they mainly played games at a friend's house.

### **More young people hire or buy physical copies of their games and films than download them**

49% of students told us that they generally hired the films they watched, while 27% said that they or their family owned most of the films they watched.

61% said that they mostly played games that they or someone else had bought from a shop. 59% of those who played games said they played them mainly on a console.

Only 11% reported that they downloaded most of the films they watched, and only 13% said they downloaded most of the games they play.<sup>4</sup>

### **The internet has impacted on young people's access to media**

As technology has evolved and the internet becomes an increasingly entrenched part of the everyday lives of young people in New Zealand, it is not surprising that many now use it to access various entertainment mediums. 37% of students said that they played online games at least once a week, including 12% who played every day. The internet was also a source of films, with 27% of students reporting watching films online at least once a week (7% do so every day). 65% said that they watched films from the internet at least occasionally.

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<sup>3</sup> 'Pxtting' is the practice of sending pictures or photographs by mobile phone.

<sup>4</sup> The term 'downloaded' in relation to film often has negative connotations and associations with illegal piracy. It is important to note that there are many legal digital distribution platforms for watching media online through services such as TVNZ Ondemand, PlayStation Store, Xbox LIVE Marketplace, and itunes.

### **Recommendations from friends or family strongly influence young people's film and game choices**

We asked students to tell us how much influence things such as recommendations, advertising and classifications had on them when deciding which film to watch. Where 0 meant no influence at all and 10 meant a lot of influence, 54% of students gave recommendations from friends/family an influence rating of 7 or higher out of 10. 54% also gave this weighting to trailers seen before other films. 41% of students gave recommendations from friends an influence rating of 7 or higher in relation to game choices.

### **Classifications have little influence on young people's entertainment choices**

40% reported they are never influenced by classifications in making film choices, and 56% are never influenced by classifications when choosing games. Classifications had a similarly low ranking influence on young people's game and film choices in 2006.

### **Summer Hollywood blockbusters were popular with the students**

We asked students to tell us the most recent film they enjoyed watching and the most recent game they enjoyed playing. Recent cinema releases were among those most frequently mentioned. The top two films were both unrestricted – *Alice in Wonderland* was rated PG and *Avatar* M. The most commonly mentioned age-restricted film was Martin Scorsese's *Shutter Island* (R16). In contrast, age-restricted titles dominated the games students said they had recently enjoyed playing. The *Call of Duty* series, in particular the two *Modern Warfare* games, was mentioned more often than other titles.



## Methodology

A paper-based survey of 524 15-19 year-old Media Studies and English students from 28 schools was conducted in March 2010. The majority (59%) participated while attending the Classification Office's Term 1 *Censor for a Day* events in Wellington, Christchurch and Dunedin. The remaining students, from Nelson and Invercargill, completed the survey supervised by teachers in the classroom. Teachers posted the completed forms to UMR Research Ltd. UMR collated the data and analysed the findings, providing the Classification Office with bullet point summaries and charts and tables in a PowerPoint document. UMR also prepared supplementary Excel data tables which can be made available on request to the Classification Office.

It is important to note that data in a self-completion survey is never 100% pure. Respondents cannot be forced to answer every question or to follow instructions to the letter (for example, about which questions to answer and which to skip).

While participants in this research were primarily Media Studies students, some English students were recruited for the postal surveys. Media Studies students may more frequently engage with entertainment mediums than students who are not involved in this area of study. Such students may also have a higher level of media literacy<sup>5</sup> and sophistication when it comes to thinking about entertainment mediums and the entertainment choices they make.

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<sup>5</sup> Media literacy has been defined by the European Union Media Literacy Expert Group as "The ability to access, analyse and evaluate the power of images, sounds and messages which we are now being confronted with on a daily basis and are an important part of our contemporary culture."

## Demographics

To recruit participants we involved schools attending our Term 1 *Censor for a Day* events in Wellington, Christchurch and Dunedin, and we invited participation, by post, from Media Studies and English classes in Nelson/Marlborough and Southland schools.

### Occupation

In order to get a better understanding of who was providing us with our research data, we asked the students to tell us the occupation of the main income earner in their household.

Occupation of main income earner	%
Professionals/Managers	39%
Other white collar	24%
Blue collar	16%
Other	4%

### School deciles

Deciles are otherwise known as Socio-Economic Decile Bands.

A school's Decile indicates the extent to which it draws its students from low socio-economic communities. Decile 1 schools are the 10% of schools with the highest proportion of students from low socio-economic communities. Decile 10 schools are the 10% of schools with the lowest proportion of these students.<sup>6</sup>

This means that a school's decile is indicative of the socio-economic status of that school's community. As noted above, schools involved were those attending *Censor for a Day* events or who responded to our invitation to participate by post – they were not selected by decile. The result is that there are no decile 1 or 4 schools represented in the findings. However, the remaining deciles are relatively evenly spread.

School deciles	%
2-3	21%
5-6	20%
7-8	38%
9-10	19%

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<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/OperationalFunding/Deciles/DecilesInformation.aspx> accessed 24/05/2010. More information on school deciles can be found at: <http://www.kiwifamilies.co.nz/Topics/Education/Education+Overview/Deciles.html> accessed 24/05/2010.

## Region

The 2010 research drew participants from the same regions as the 2006 study: Wellington, Nelson/Marlborough, Christchurch, Dunedin, Invercargill/Southland.

## Gender

Unlike in 2006, when 64% of respondents were female, the 2010 sample was evenly split between males and females. This may be attributed to the schools which participated as there were six boys-only schools in 2010, compared with four in 2006.

	2006	2010
Girls-only schools	32%	14%
Boys-only schools	16%	18%
Co-ed schools	52%	68%

## Age

In 2006, all research surveys were administered at *Censor for a Day* events which students must be 16 or over to attend. In 2010, some surveys were conducted by post, and a small number of 15 year-olds were in the postal group.

Age	2006	2010
15	-	5%
16	32%	26%
17	65%	64%
18 or 19	3%	4%

## What the demographics mean

It is important to bear in mind the above demographics when thinking about what the students said influenced their choices in films and games, and the means by which they accessed them. Additionally, when we asked students to name a game or film they had recently enjoyed, those under 18 may have felt awkward about giving an honest answer if the game or film was classified as R18. Alternatively, some may have felt that it was socially desirable to name an R18 title.

All of these factors mean the results need to be treated as indicative only. They should, however, give a reasonable picture of young people's media use in New Zealand in 2010. The margin of error for a 50% figure at the 95% confidence level for a truly representative sample of n=524 would be  $\pm 4.6\%$ .

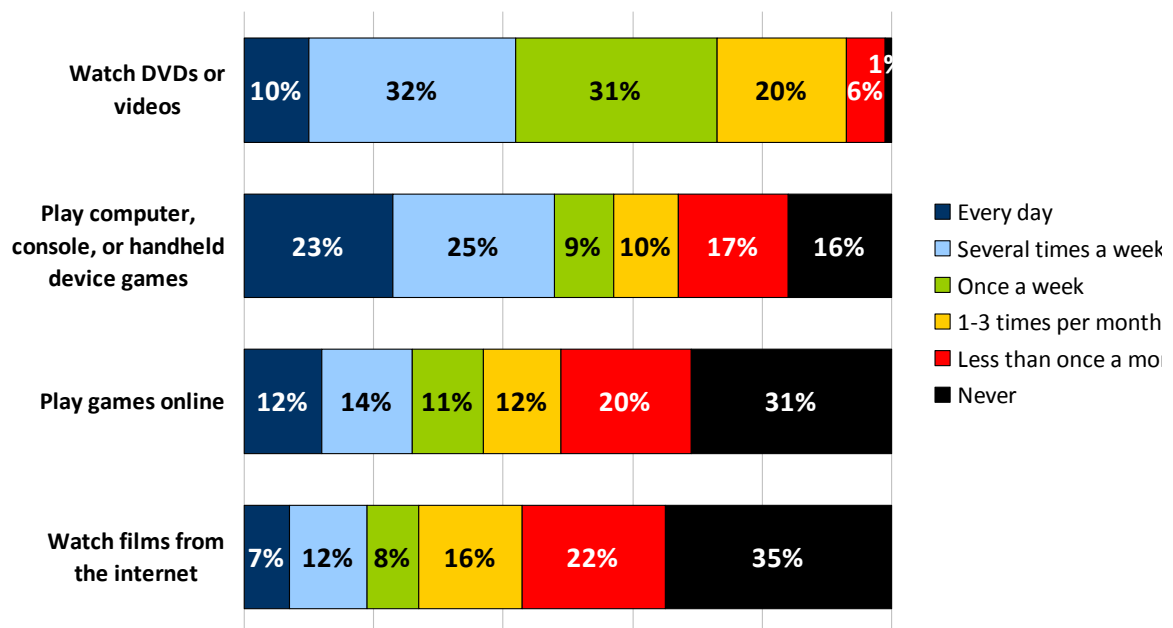
Movements over time should be seen as reliable (where they exceed the margin of error and are based on questions which have not changed). This is because the methodology used in 2010 is almost the same as that used in 2006. Finally, there was little difference between the responses of those attending *Censor for a Day* events and those returning surveys by mail.

## Findings

### Frequency of entertainment medium use

Students were asked to indicate how often they watched DVDs, played computer or console games, played online games and watched films from the internet. As the chart below shows, many young people are looking to the internet as a source of film and game entertainment with 49% playing online games and 43% watching films online at least once a month.

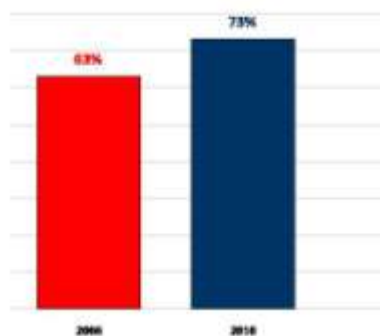
**Chart 1: How often: watching DVDs, games, films from the internet**



### DVDs

There has been an increase in the number of students watching DVDs at least once a week (73%, up from 63% in 2006). The number of students watching a DVD every day has increased from 3% in 2006 to 10% in 2010.

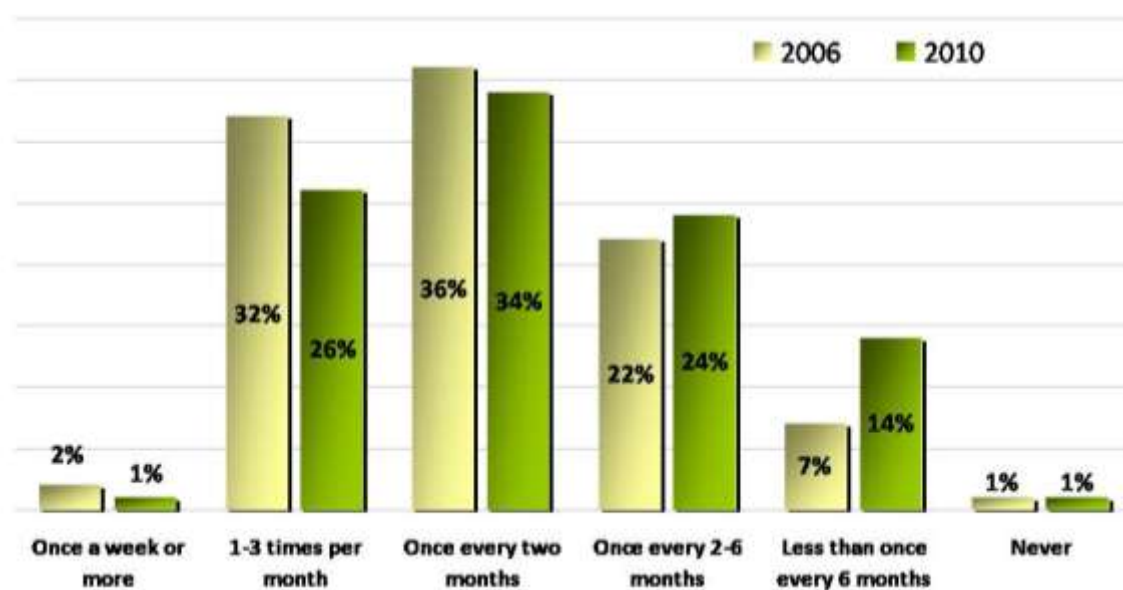
**Chart 2: Proportions watching DVDs or videos at least once a week**



## Cinema

In contrast to the rise in use of DVDs, young people's attendance at the cinema has dropped a little. In 2006, 70% of students reported going to the cinema at least once every 2-3 months. In 2010, that figure fell to 61%. This may be due to factors such as the cost of cinema attendance, or perhaps to the number of students now watching films online (as noted in Chart 1 above, 65% do this at least occasionally).

**Chart 3: How often: watching a film at the cinema**

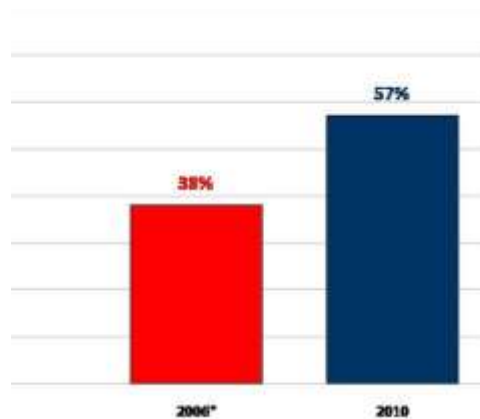


## Games

In both 2006 and 2010 students were asked how often they played computer or console games. In 2010, 'handheld devices' were included in the question.

Nearly 20% more students are playing games at least once a week compared with 2006 – 57% in 2010 compared with 38% in 2006. Of the 57%, 23% reported playing games every day. The rise could be due in part to the higher percentage of boys participating – 50% in 2010 compared with 36% in 2006.

**Chart 4: Proportions playing games at least once a week**



## Gender differences – game-playing frequency

The gender split between male and female students participating in the 2010 research was even but there were substantial differences in frequency of game playing between males and females.

Overall, 92% of students reported playing computer or console games compared with 81% in 2006. In 2010, 35% of female students reported playing computer or console games at least once a week, compared with 79% of male students. In 2006, the equivalent figures were 20% of females and 66% of males. These findings indicate an increase in game playing overall, that more girls are playing games (and playing them more frequently), but that there is still a wide difference between the frequency with which male and female students play computer games.

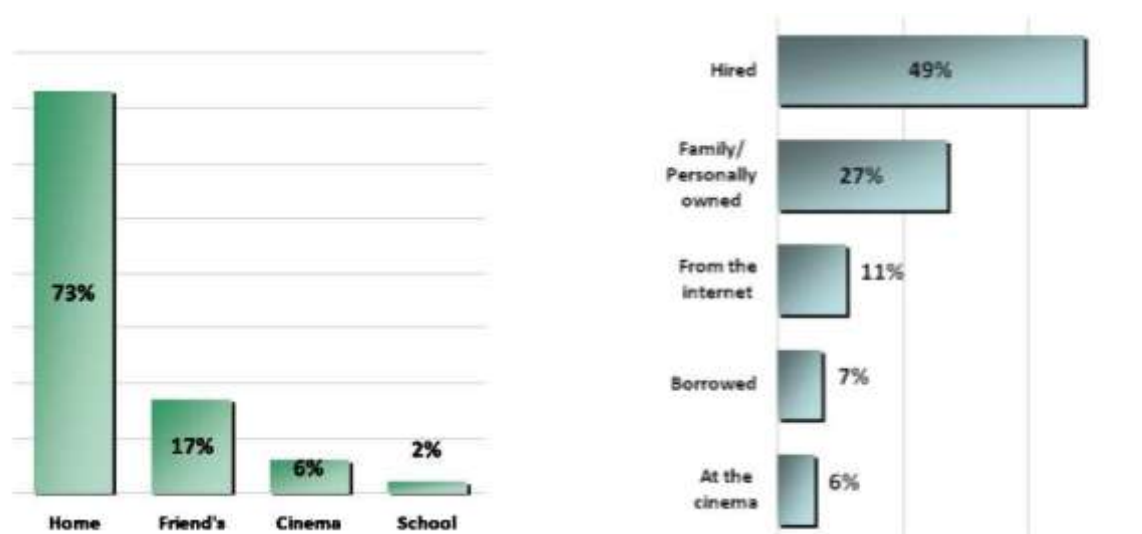
## Where young people watch films and play games

Students were asked where they mostly watched films and played games, and where they sourced them.

### Films

The majority (73%) said they mainly watched films at home, and tended to hire them more than anything else.

**Chart 5: Watching films – location and source**

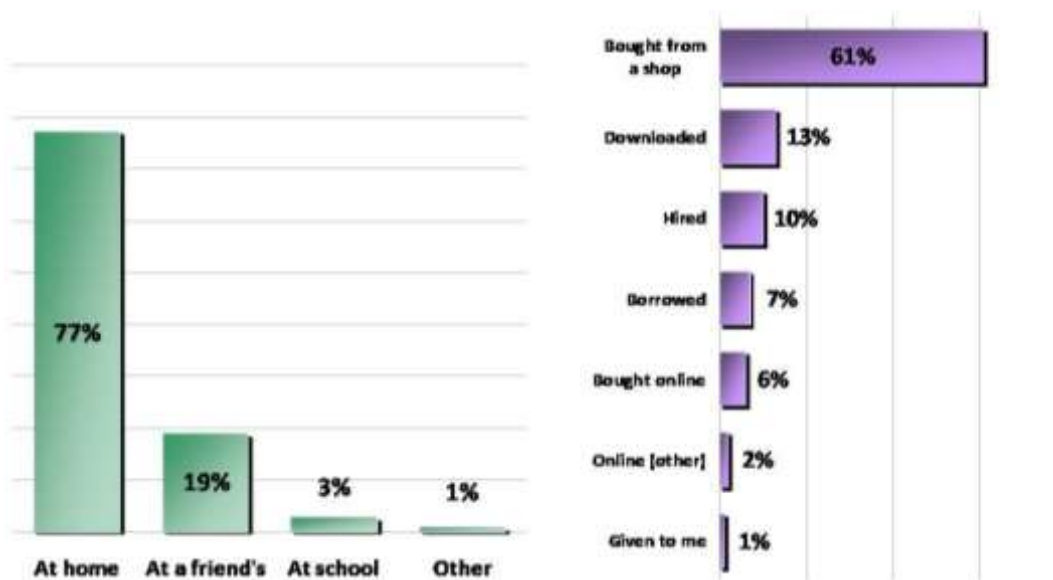




## Games

As with films, the majority (77%) reported predominantly playing games in the home. However, instead of hiring them, 61% reported they bought most of their games from a shop.

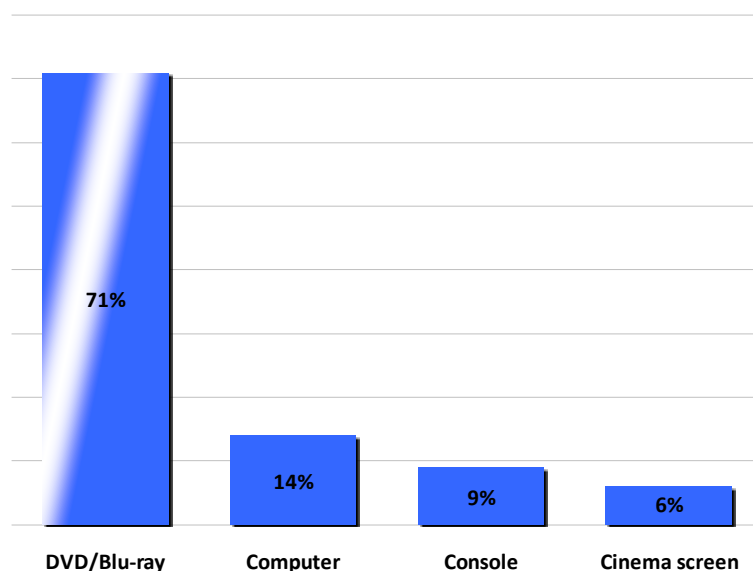
**Chart 6: Playing games – location and source**



## Devices used to watch films and play games

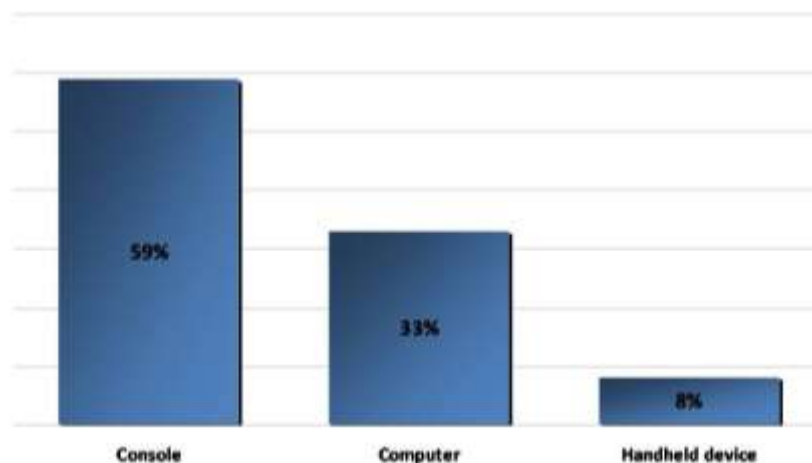
71% of students said they mostly watched films on a DVD or Blu-ray player. However, 14% used a computer as their primary mode of watching films, and 9% used a gaming console. Only 6% said the cinema was the main place they watched films.

**Chart 7: Devices used to watch films**



Students said they mainly played games on a console (59%). This was followed by 33% mainly playing games on a computer, and 8% mainly playing on a handheld device.

**Chart 8: Devices used to play games**

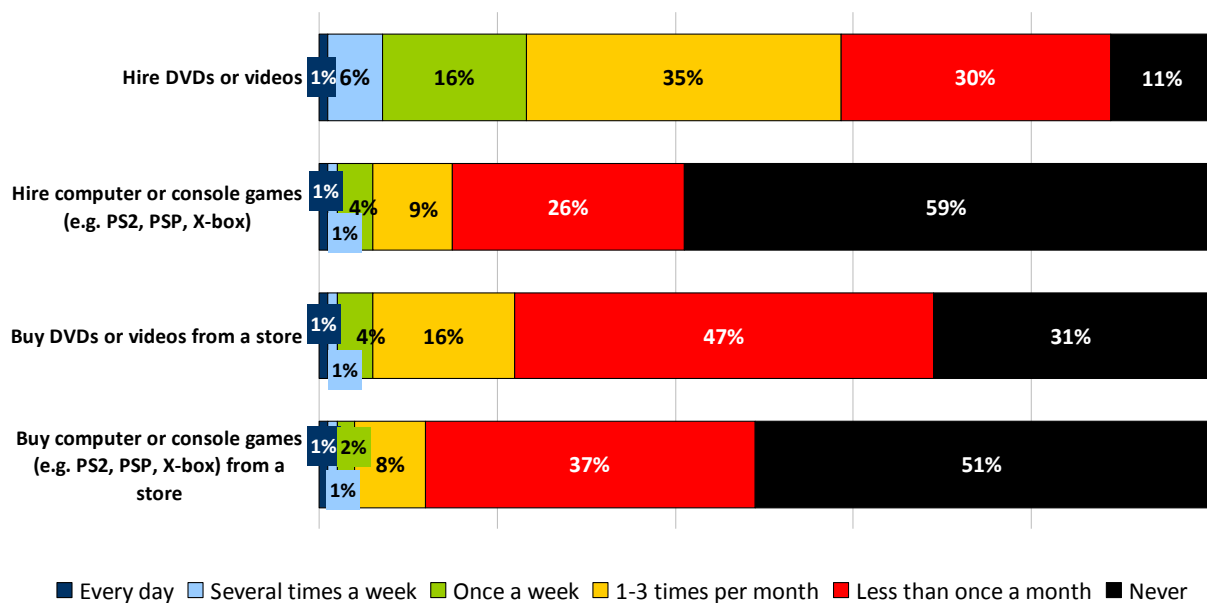


The range of devices available for accessing entertainment was not considered in the 2006 survey but it is clearly relevant to ensure that classification information is accessible to audiences in the digital era.

## Hire or buy?

Overall, students indicated that they hired DVDs and games more often than they bought them. Students also hired or bought DVDs more often than games – this may be due to such factors as the cost of games (up to three times that of a DVD) as well as the time it takes to complete a game compared to watching a DVD. 64% of students reported hiring a DVD (or video) at least once a month, while only 15% hired games at least once a month. It is interesting to note that most students still prefer to interact with physical copies of films and games rather than viewing via the internet or mobile phones.

**Chart 9: How often young people hire or buy DVDs and games**

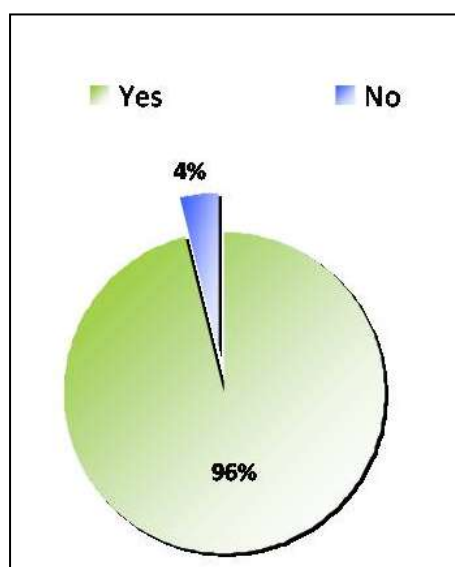


## Mobile phone use

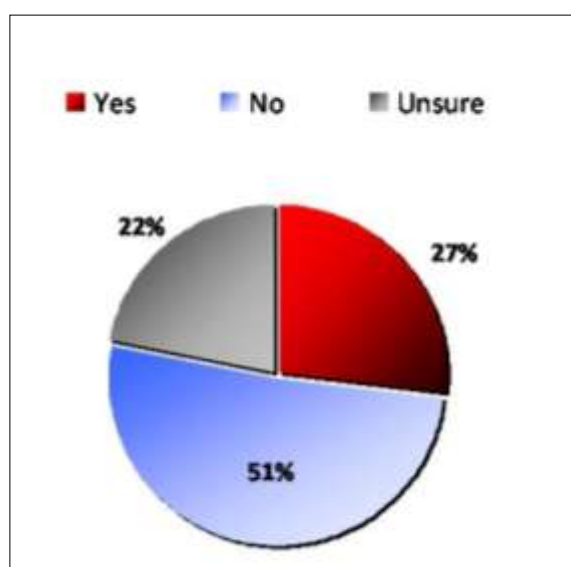
Most young people own a mobile phone, but few have a smart phone<sup>7</sup>. Most students reported owning a mobile phone (96%), as they did in 2006 (98%). A new question in the 2010 survey asked if students had a smart phone or 3G capable phone. Only 27% reported having a phone of this type – 51% said they didn't and 22% were unsure which category their phone fell into.

### **Charts 10 and 11: Mobile phone ownership**

*Do you own a mobile phone?*



*Is your mobile phone a smart phone/iphone/3G?*

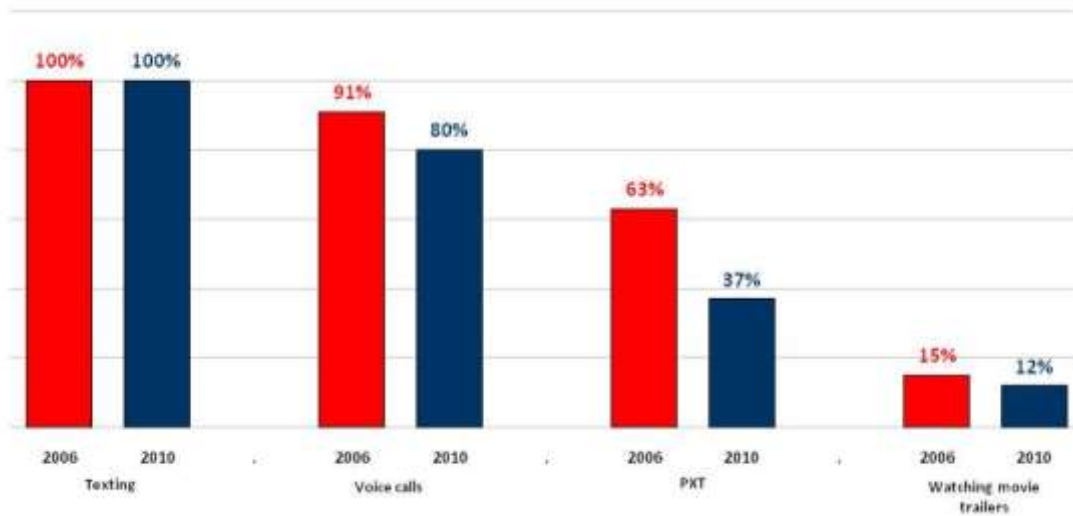


100% of young people, at least occasionally, use their mobile phones for texting. 85% said they text every day compared with only 6% who said they make a phone call every day.

While 80% do use their mobile phones to occasionally make phone calls, the number of students doing so has dropped over the past four years. In 2006, 91% of the students said they used their mobile phone for voice calls. In all categories where comparisons between 2010 and 2006 findings could be made, except for texting, mobile phone use is down.

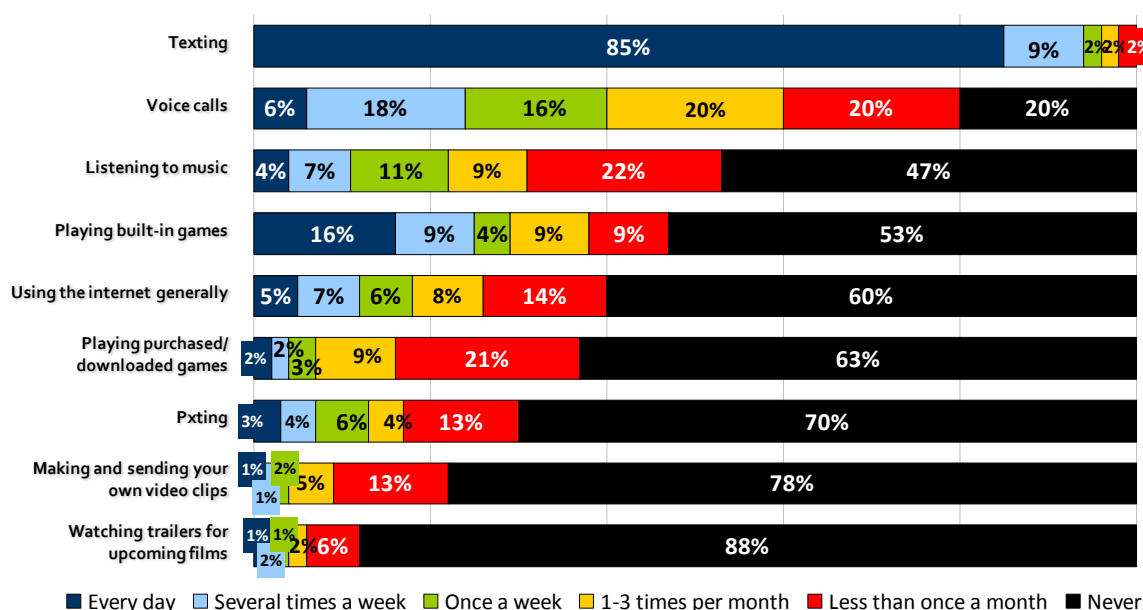
<sup>7</sup> A 'smart phone' is a mobile phone that has advanced capabilities, such as a PC-like operating system and internet access.

**Chart 12: Phone use comparison 2006 to 2010**



Note: Playing built-in games/Listening to music/Using internet generally/Playing purchased or downloaded games/Making and sending own videos were not included in the 2006 study

Mobile phones are becoming increasingly sophisticated with the majority now having camera functions and internet access. Many come with built-in games, and games can be downloaded from the internet for play on smart phones (such as the iphone). As downloaded games sometimes contain material that is of a restrictable nature (such as having violent or sexual content) covered by the classification system, the Classification Office was interested in students' use of games on their mobile phones. 47% said they sometimes played built-in games while 16% reporting playing them every day. 30% said they played games they had downloaded to their phones.

**Chart 13: How often mobile phone functions are used**

Young people did not report extensive use of their mobile phones for making or accessing video content. 22% said they made and sent their own video clips, and 12% reported watching trailers for upcoming films. The low rates of these activities may be related to the low number of students owning a smart phone. While even 'non-smart' mobile phones have increased and broadened their functionality, the practice of pxtng (sending photos via mobile phone) has decreased sharply over the past four years, with 37% reporting in 2010 that they pxt at least occasionally, compared with 63% in 2006.

Questions are being raised in the media and society more generally about young people's use of mobile phones as incidents of students filming fights and distributing the footage are reported. Text-bullying and 'sexting' (the making and sending of sexually explicit text messages or images using mobile phones) are also among the issues concerning policy makers, parents, and the telecommunications industry. Each of these issues requires considered thought and research in order to determine how potentially negative or harmful consequences can be mitigated. For this study, the aim in relation to mobile phones was to gain an indicative understanding of the ways in which young people in New Zealand are currently using their mobile phones. Use of mobile phones in relation to text bullying and 'sexting' was not investigated.

## Influences on young people's film and game choices

We asked students to think about how much (if at all) factors such as recommendations, reviews, classifications, or what their parents said affected their choices. Most of these factors were also canvassed in 2006, so we can see how influences have changed in the last four years. Only the question about parental influence is new to the 2010 survey.

Students were asked to rate the influencing factors on a scale from 0 to 10, where 0 meant that the factor didn't influence them at all, and 10 meant it influenced them a lot.

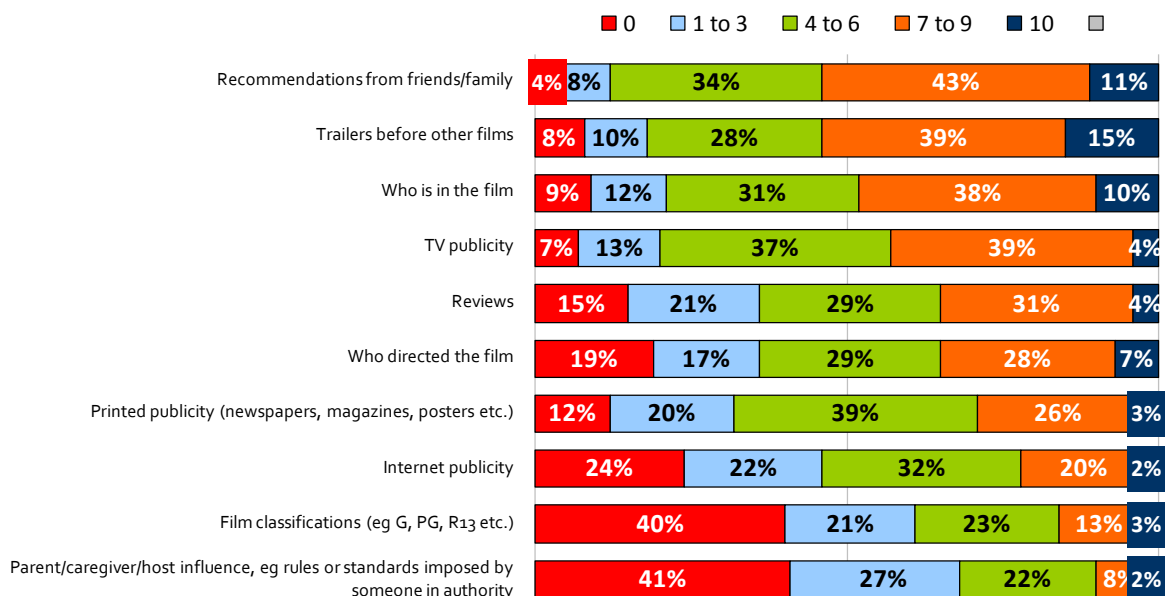
### Factors influencing young people's film choices

Recommendations from friends or family and trailers before other films were the most influential factors in young people's selection of which films to see. 54% gave recommendations from friends/family an influence rating of 7 or higher out of 10.

Trailers were seen to have an equally strong influence, with 54% also giving this a rating of 7 or higher out of 10.

#### Chart 14: Things that affect young people's film choices

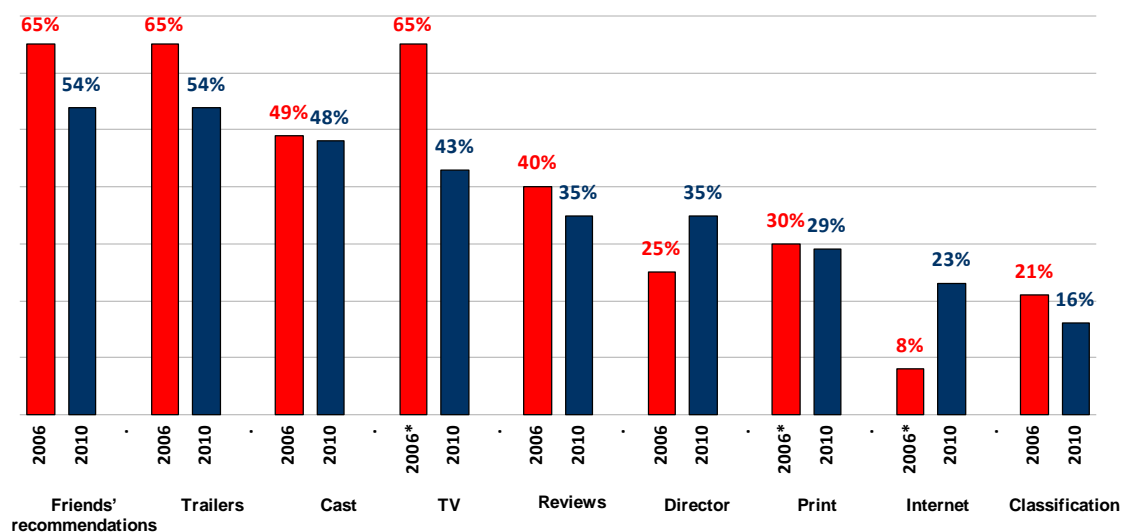
(Where 0 means not at all, and 10 means a lot)



Recommendations from friends, trailers before other films, and TV advertising were rated more influential in 2006 compared with 2010.

**Chart 15: Influences on film choice – changes over time**

Proportions rating influence 7 or higher out of 10



\*2006 questions asked about 'internet advertising', 'TV advertising' and 'print advertising'

2010 questions were about 'internet publicity', 'TV publicity' and 'printed publicity'

Parental / caregiver influence was not included in the 2006 study.

Students in 2010 were more influenced by who directed films than in 2006 – up from 25% to 35%. This may be attributed to the fact that the top two movies students recently enjoyed seeing were from well-known directors Tim Burton (*Alice in Wonderland*) and James Cameron (*Avatar*) (see Table 1: page 28). The directors of the most commonly mentioned films in 2006 (*Crash*, *Saw*, and *Napoleon Dynamite*) were less well-known. Media Studies students may also take a greater interest in the film industry than students of other subjects, and consequently place more significance on the director of a film when deciding whether or not to see it.

Internet publicity has become more influential on young people's film choices, while television publicity has become less so. In 2010, 23% rated the influence of internet publicity on the films they watched as 7 or higher out of 10, compared with only 8% in 2006. This increase may be partly driven by a change in the wording of the question – in 2006 students were asked to rate the influence of 'internet advertising'. Arguably, internet 'publicity' may encompass a broader range of things in students' minds, such as online trailers, movie reviews, film websites etc. The question on television also included this change from 'advertising' to 'publicity', again potentially broadening the term to include television interviews with actors, entertainment news shows etc. rather than merely direct advertising in the form of commercials. 43% of students in 2010 rated the influence of television publicity on the films they watched as 7 or higher out of 10, compared with 65% in 2006 (a drop of 22%).

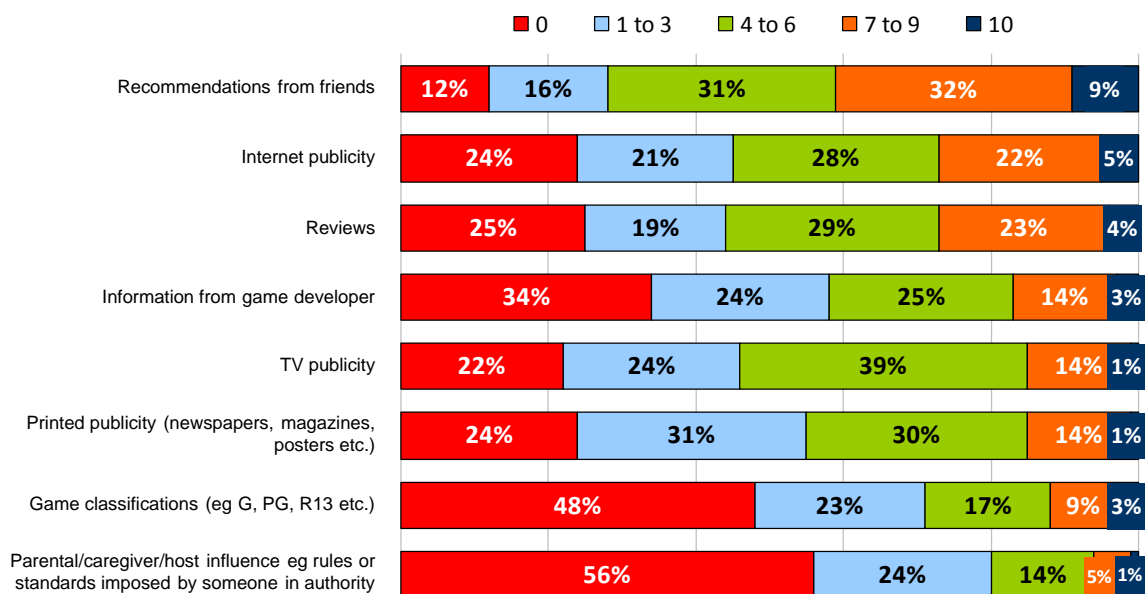


### Factors influencing young people's game choices

As with films, recommendations from friends weighed strongly on the game choices of young people in the 2010 study, with 41% giving them an influence rating of 7 or higher out of 10. Internet publicity (such as websites, blogs and social media) and reviews were seen to have a relatively strong influence on game choice, with 27% of students giving each factor a rating of 7 or higher out of 10. This echoed the results from 2006, in which friends' recommendations and reviews also weighed significantly on young people's game choices. However, as noted for films, the internet's influence has increased dramatically in the last four years while television's influence has declined.

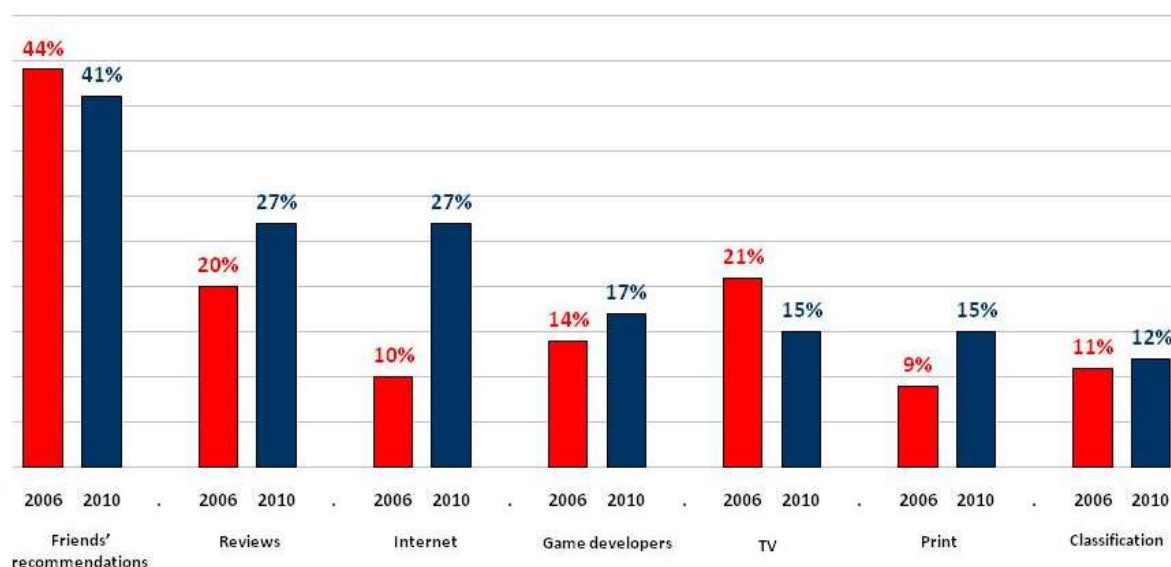
**Chart 16: Things that affect young people's game choices**

(Where 0 means not at all, and 10 means a lot)



**Chart 17: Influences on game choice – changes over time**

Proportions rating influence 7 or higher out of 10



Note: 2006 questions asked about 'internet *advertising*', 'TV *advertising*' and 'print *advertising*', while 2010 questions asked about 'internet *publicity*', 'TV *publicity*' and 'print *publicity*'. Also note that 'Parental/caregiver influence' was not included in the 2006 study.

### Young people's choices are not greatly influenced by authority figures or classifications

It seems that standards imposed by authority figures (such as parents or caregivers) and classifications have a little more influence over film choices than game choices. When thinking about films, only 10% rated authority figure influence as a strong factor (giving it a 7 or higher). 59% said authority figures had at least some influence on their film choices but 41% said they had no influence at all. The influence of authority figures in relation to game choices was similar, with only 6% rating it 7 or higher while 56% rated it zero. The low influence of authority figures could be attributed to the age of the students – the majority were 17 years old.

The lack of parental or caregiver influence underlines the importance of having a strongly established classification system with retail staff equipped to effectively uphold the legislation relating to age-restricted DVDs and games. Students themselves do not appear to be overly concerned by classification information when choosing films and games – 40% reported they are never influenced by classifications in making film choices, and 56% are never influenced by classifications when choosing games. Classifications had a similarly low ranking influence on young people's game and film choices in 2006.

In relation to film choice, female students placed slightly more weight on authority figure influence than male students, with 13% of females giving it a rating of 7 or higher compared with only 5% of male students. Students from households where the main income earner was a professional or manager were also more likely to give parental or caregiver influence a rating of 7 or higher (15%), compared with those from other white collar households (6%) and those from blue collar households (7%).

## Popular films and games

### Films

The 524 students mentioned a total of 245 different films they had enjoyed watching, with 174 titles mentioned only once. Recent cinema releases were among those most frequently mentioned. Forty-nine students named Tim Burton's version of *Alice in Wonderland* as the film they'd recently enjoyed watching, and 27 named James Cameron's *Avatar*.

The top two films were both unrestricted – *Alice in Wonderland* was rated PG and *Avatar* M. Of the 15 films mentioned most often, 9 were unrestricted. The most commonly mentioned age-restricted film was Martin Scorsese's *Shutter Island* (R16).

**Table 1: Films students had enjoyed watching**

Film title	No. of students	Classification
<i>Alice in Wonderland</i>	49	PG contains frightening fantasy scenes and violence
<i>Avatar</i>	27	M battle violence
<i>Shutter Island</i>	10	R16 contains violence, offensive language and content that may disturb
<i>Valentine's Day</i>	10	M contains sexual references
<i>The Hangover</i>	8	R16 contains offensive language, sexual material and other content that may offend
<i>Inglorious Basterds</i>	8	R16 contains violence and offensive language
<i>The Road</i>	8	R16 contains violence and content that may disturb
<i>Remember Me</i>	7	M contains violence, offensive language and sex scenes
<i>My Sister's Keeper</i>	6	M contains adult themes
<i>Fight Club</i>	5	R18 contains graphic violence and offensive language
<i>The Lovely Bones</i>	5	M contains violence and offensive language
<i>Moon</i>	5	M contains offensive language
<i>Fast and Furious</i>	4	M contains violence, sexual references and offensive language
<i>Paranormal Activity</i>	4	M contains offensive language
<i>Precious</i>	4	R16 contains violence, sexual violence, offensive language and content that may disturb

Note: *Paranormal Activity* was originally rated in New Zealand as M as a result of the cross-rating process whereby Australian and United Kingdom ratings are applied to unrestricted films in New Zealand. After complaints from members of the public, the Chief Censor called the film in to be classified. The film is now R16 with the descriptive note 'contains horror scenes and offensive language', but it was M (unrestricted) at the time of this study.

## Games

Age-restricted titles dominated the games students said they had recently enjoyed playing. The *Call of Duty* series, in particular the two *Modern Warfare* games, was mentioned more often than other titles. The games in this series carry New Zealand classifications of R16 or R18. Unfortunately, students were not always clear about exactly which game they had played. *Call of Duty 4 Modern Warfare* is R16 while *Call of Duty Modern Warfare 2* is R18. While some students clearly stated which of these games they had played, others used titles such as '*Call of Duty 4 Modern Warfare 2*', which could not be identified definitely as one or other of the games.

The *Grand Theft Auto* series was the next most commonly mentioned. With the exception of *Chinatown Wars*, which is R16, titles in the *Grand Theft Auto* series are R18.

**Table 2: Games students had enjoyed playing**

Game title	No. of students	Classification
<i>Call of Duty</i> series: <i>Modern Warfare</i> games (41), <i>Call of Duty</i> – general (9), <i>World at War</i> (4)	54	R16-R18
<i>Grand Theft Auto</i> series: <i>Grand Theft Auto</i> – general (7), <i>San Andreas</i> (4), <i>GTA IV</i> (4), <i>Liberty City</i> (3), <i>GTA V</i> (1)	19	R16-R18
<i>Pokemon</i> series: <i>Pokemon</i> – general (5), <i>Silver</i> (3), <i>Platinum</i> (2), <i>Fire Red</i> (1), <i>Heart of Gold</i> (1), <i>Yellow</i> (1)	13	G
<i>God of War</i> series: <i>God of War</i> – general (7), <i>GoW 3</i> (5)	12	R16
<i>Final Fantasy</i> series: <i>FF13</i> (8), <i>FF</i> – general (1)	11	G, PG, M
<i>Sims</i> series: <i>Sims</i> – general (6), <i>Sims 3</i> (3), <i>Sims 2</i> (2)	11	G, PG, M
<i>Halo</i> series: <i>Halo 3</i> (5), <i>Halo</i> – general (4), <i>ODST</i> (1)	10	R16
<i>Mario</i> series: <i>Kart</i> (4), <i>Super Mario</i> (4), <i>Mario</i> – general (1), <i>Luigi</i> (1)	10	G, PG
<i>Crash Bandicoot</i> series - general	9	G, PG
<i>Guitar Hero</i> series: <i>Guitar Hero</i> – general (6), <i>Guitar Hero 3</i> (2)	8	G, PG, M
<i>Need for Speed</i> series: <i>Need for Speed</i> – general (2), <i>Carbon</i> (1), <i>Most Wanted</i> (1), <i>Shift</i> (1), <i>Undercover</i> (1), <i>Underground 2</i> (1)	7	G, PG
<i>FIFA</i> series: <i>FIFA 10</i> (4), <i>FIFA 09</i> (1), <i>FIFA</i> – general (1)	6	G
<i>Rugby</i> series: <i>Rugby 08</i> (3), <i>Rugby 06</i> (2), <i>Rugby</i> – general (1)	6	G
<i>Tekken</i> series: <i>Tekken 6</i> (2), <i>Tekken</i> – general (2), <i>Tekken 5</i> (1), <i>Tekken 3</i> (1)	6	M
<i>Singstar</i> series - general	5	G, PG

Note: For games series, respondents did not always specify exactly which game they had played. These non-specific titles have been counted under 'general'.

## Implications of this study

The research shows a significant increase in video game playing by young people, rising from 38% playing at least once a week in 2006, to 57% in 2010. While it is possible this result may have been influenced by the higher proportion of boys completing the survey in 2010, results also show a rise in both girls and boys playing video games.

The increased use of video games by young people may mean parents and educationalists need to engage more with game-playing culture, as it forms a significant part of young people's leisure time. From a classification perspective, the results may indicate an increased need to encourage parents and educationalists to be aware of the content and nature of games and the regulations for their supply.

Between 2006 and 2010 there has been a decrease in the influence of television publicity/advertising affecting film choice (from 65% of young people being strongly influenced by TV advertising in 2006, to 43% in 2010). During the same period the influence of internet publicity on young people's film choice has increased with 8% of young people reporting being strongly influenced by it in 2006, rising to 23% in 2010. Although these results show television is still an important medium in influencing film choice, the increasing influence of the internet could have implications for film distributors and advertisers.

A similar trend can be seen in the survey results of game choice. The influence of television advertising/publicity is down from 21% of students being strongly influenced by TV publicity in 2006, to 15% in 2010. There is a rise in the influence of the internet from 10% of students being strongly influenced by internet publicity in 2006, to 27% in 2010. Again, this result could have implications for games promotion as the influence of the internet has now clearly outstripped that of television.

The research shows that classifications do not strongly influence young people's entertainment choices. 40% said classifications had no impact at all on the films they chose to watch, and 48% said the same for the game choices they made – yet young people are the sector of society most affected by the classification system which prevents them from accessing certain content until they have reached a specified age. On the other hand, it is encouraging that 60% gave at least some thought to the classification of films, with 16% saying their choices were quite influenced by them (for games, 12% said their choices were quite influenced by classifications). The implication of these findings for lawmakers is to think about the relevance of the classifications affecting this age group, and the enforcement issues involved.

The influence of parental standards on the entertainment choices of young people in this age group, 16-18, is minimal, particularly in relation to games. 56% of students said that authority figures did not affect their playing choices at all. This may, in part, be due to a gap in parent/caregiver understanding of the likely content of age-restricted DVDs and games, and/or a lack of understanding of the meaning of restricted classifications. Providing education and information about the classification system is part of the Classification Office's mandate, and the results of this study suggest that providing more education to parents and caregivers would be of benefit to ensure that they make informed decisions when hiring or buying DVDs and games for young people.

As the ways in which young people in New Zealand access and use entertainment mediums continue to evolve, lawmakers will need to rise to the challenge of ensuring that the classification system adapts where necessary to remain relevant and to uphold its mandate to prevent injury to the public good. Increasingly, we are seeing films and games provided to consumers via online forums, bypassing traditional interactions and points of contact with retail staff who currently play a significant role as gatekeepers in relation to age-restricted publications. While this study shows that most students are still buying or hiring their entertainment from a physical shop and in a tangible format, a significant number are playing games online and watching films from the internet. Lawmakers will need to consider how digital content can be labelled to ensure that young people and their caregivers are aware of its content and classification.

## **Acknowledgement**

The Office of Film and Literature Classification warmly thanks the hundreds of students who filled in the survey forms for this study, and their teachers who helped to administer it. You have contributed greatly to our knowledge of young people's media choices, and helped to inform us about some important issues of publication classification in New Zealand.

## Appendix – The Questionnaire

### Young People's Use of Entertainment Mediums 2010

The Office of Film and Literature Classification has asked UMR Research, an independent research company, to conduct a survey to help it understand what games and films you like to play or watch, and how you make decisions about that sort of thing.

It's very important that the information you provide is as accurate as possible. **All your individual responses will remain confidential.**

To encourage you to join in, we're offering you a chance to go into the draw for \$100 worth of CD/DVD vouchers. The winner will be selected at random by UMR Research and contacted later.

In most cases, just circle **ONE** number in each row that applies to you.

**If you don't understand a question or are not sure what to answer, please leave it blank.**

#### PLAYING GAMES AND WATCHING FILMS

Q1. About how often do you do each of the following:

	Every Day	Several times a week	Once a week	1-3 times per month	Less than once a month	Never
Play computer, console, or handheld device games	1	2	3	4	5	6
Play games online	1	2	3	4	5	6
Watch DVDs or videos	1	2	3	4	5	6
Watch films from the internet	1	2	3	4	5	6

Q2. About how often do you watch a film at the cinema (circle ONE)-

Once a week or more	1-3 times per month	Once every two months	Once every 2-6 months	Less than once every 6 months	Never
1	2	3	4	5	6



## PLAYING ELECTRONIC GAMES

**Answer Q3 to Q7 if you ever play electronic games. Otherwise, jump to question 8**

Q3. I **MOSTLY** play electronic games **at**: (circle ONE)-

At home	At a friend's	At school	At an internet café	Other (please state)
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Q4. **Mostly**, the electronic games I play **are** (circle ONE)-

Bought from a shop	Hired	Borrowed	Downloaded	Bought online	Other (please state)
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Q5. I **mostly** play electronic games **on** a (circle ONE)-

Computer	Console	Handheld device
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Q6. Using a scale from 0 to 10, where 0 means 'not at all' and 10 means 'a lot', how much do each of the following affect which games you choose to play?

	Not at all											A Lot
Recommendations from friends	0	1	2	3	4	5	6	7	8	9	10	
Parental/caregiver/host influence e.g. rules or standards imposed by someone in authority	0	1	2	3	4	5	6	7	8	9	10	
TV publicity	0	1	2	3	4	5	6	7	8	9	10	
Printed publicity (newspapers, magazines, posters etc.)	0	1	2	3	4	5	6	7	8	9	10	
Reviews	0	1	2	3	4	5	6	7	8	9	10	
Internet publicity	0	1	2	3	4	5	6	7	8	9	10	
Game classifications (eg G, PG, R13 etc.)	0	1	2	3	4	5	6	7	8	9	10	
Information from game developer	0	1	2	3	4	5	6	7	8	9	10	

Q7. What was the last electronic game you enjoyed playing?

### WATCHING DVDS AND FILMS

**Answer Q8 to Q12 if you ever watch films (but NOT INCLUDING films broadcast on TV). Otherwise, jump to question Q13**

Q8. I **mostly** watch films **at** (circle ONE)-

Home	Friend's	School	Cinema	Other (please state)
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Q9. **Mostly**, the films I watch **are** (circle ONE)-

Borrowed	Hired	Family/personally owned	From the internet	At the cinema
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Q10. I **mostly** watch films **on** a (circle ONE)-

DVD/Blu-Ray	Computer	Console	Cinema screen
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Q11. Using a scale from 0 to 10, where 0 means 'not at all' and 10 means 'a lot', how much do each of the following affect which films you choose to watch?

	Not at all										A Lot
Recommendations from friends/family	0	1	2	3	4	5	6	7	8	9	10
Parent/caregiver/host influence, e.g. rules or standards imposed by someone in authority	0	1	2	3	4	5	6	7	8	9	10
TV publicity	0	1	2	3	4	5	6	7	8	9	10
Printed publicity (newspapers, magazines, posters etc.)	0	1	2	3	4	5	6	7	8	9	10
Reviews	0	1	2	3	4	5	6	7	8	9	10
Internet publicity	0	1	2	3	4	5	6	7	8	9	10
Film classifications (eg G, PG, R13 etc.)	0	1	2	3	4	5	6	7	8	9	10
Who is in the film	0	1	2	3	4	5	6	7	8	9	10
Who directed the film	0	1	2	3	4	5	6	7	8	9	10
Trailers before other films	0	1	2	3	4	5	6	7	8	9	10

Q12. What was the last film you enjoyed watching?

(ie a film at the cinema, on DVD/Blu-ray or from the internet, but **not** one broadcast on TV)

### HIRING OR BUYING FILMS AND GAMES

Q13. About how often do you personally do each of the following:

	Every Day	Several times a week	Once a week	1-3 times per month	Less than once a month	Never
Hire computer or console games (e.g. PS2, PSP, X-box)	1	2	3	4	5	6
Hire DVDs or videos	1	2	3	4	5	6
Buy computer or console games (e.g. PS2, PSP, X-box) from a store	1	2	3	4	5	6
Buy DVDs or videos from a store	1	2	3	4	5	6

### MOBILE PHONES

Q14. Do you have a mobile phone (circle ONE)

Yes (go to Q15)	No (go to BASIC INFORMATION)
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Q15. Is your mobile phone a smart phone/iphone/3G capable phone?

Yes	No	Unsure
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Q16. How often do you use your mobile phone for each of the following?

	Every Day	Several times a week	Once a week	1-3 times per month	Less than once a month	Never
Voice calls	1	2	3	4	5	6
Texting	1	2	3	4	5	6
PXTing	1	2	3	4	5	6
Making and sending your own video clips	1	2	3	4	5	6
Watching trailers for upcoming films	1	2	3	4	5	6
Using the internet generally	1	2	3	4	5	6
Playing built-in games	1	2	3	4	5	6
Playing purchased/downloaded games	1	2	3	4	5	6
Listening to music	1	2	3	4	5	6

### BASIC INFORMATION

**Finally, we'd like to collect some basic information about you to ensure we have an accurate sample**

What is your age? (circle one)      15      16      17      18      19

What is your gender? (tick box)      ☐ Male      ☐ Female

Which ethnic group or groups do you belong to? (circle all that apply)

NZ Maori	NZ European
British	Other European
Pacific Island (specify)	Chinese
Indian	Other Asian
Other (specify)	Preferred _____

What is the occupation of the main income earner in your household? (write in box)

\_\_\_\_\_

What school do you go to? (write in box)

\_\_\_\_\_