



OFFICE OF FILM  
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CLASSIFICATION

*Tē Tari Whakarōpū Tukuata, Tuhiuhinga*

# Public consultation on sexually explicit videos

COMMISSIONED BY THE OFFICE OF FILM AND LITERATURE CLASSIFICATION

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## Foreword

I have great pleasure in introducing this report of a public consultation on sexually explicit videos to readers. The Office of Film and Literature Classification (the Classification Office) commissioned this research in order to understand how members of the New Zealand public might interpret and apply certain provisions of the Films, Videos and Publications Classification Act 1993 (the Act). We particularly wanted to know what the three phrases, "degrades, dehumanises or demeans any person", "other sexual or physical conduct of a degrading or dehumanising or demeaning nature", and "represents ... that members of any particular class of the public are inherently inferior" meant to members of the public. All of these phrases are contained in the Act and are important criteria that censors must use when classifying publications.

It was not enough to ask people what these words meant in the abstract. Censors most often apply these words when classifying sexually explicit video recordings and DVDs. We felt that this research would be of much greater practical use if we could anchor the meaning of these phrases to the reality of actual depictions in sexually explicit video recordings. This meant that we had to ask members of the public to watch sexually explicit video recordings and then to tell us what, if anything, they saw in the videos which might fall within the meaning of these three phrases. We owe a tremendous debt of gratitude to those members of the public who stayed with us for approximately four hours over six Monday evenings when they undoubtedly had more gratifying things to do.

We are also grateful to ACNielsen for recruiting members of the public to give us an even gender split, and a range of ages, ethnicities, household size and household income. Because of our limited resources, there is a strong chance that the sample is not big enough to be representative of the wider New Zealand population, but the range of opinions obtained indicates both the richness of the resulting information and the way forward for future research. I would also like to express my gratitude to Helena Barwick MA for her central role in this research, including her advice in how to conduct this research, for her participation in the sessions and for analysing and writing the six interim reports and this final report.

Finally, I would like to thank Cathrine Austin, for managing this project, Mary Jeffares for co-ordinating the sessions and everyone involved, and Ailsa Fyfe for her facilitation and leading of the post-screening discussions. I also extend my thanks to the many other Classification Office staff, who gave up their Monday evenings to perform a myriad number of tasks to ensure the sessions ran so smoothly.



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## Summary

The Office of Film and Literature Classification has initiated this research into public attitudes to R18\* sexually explicit material.

Participants were recruited for the consultation by ACNielsen to include a cross-section of age, ethnicity, household size and household income, which broadly matched that of the New Zealand population. Six gender segregated consultation sessions were held.

Participants were asked to watch a sexually explicit video, to complete a written questionnaire and to participate in a discussion. The Office recognised that the material to be screened during this consultation was classified R18, and had the potential to offend some viewers. Steps were taken to make the session and the venue as pleasant as possible for participants, and to minimise any discomfort. The screenings were held at the Classification Office and several Office staff were present. Participants were advised that they were welcome to leave the screening at any time. Refreshments were available to those who did so, and staff were on hand to offer support and answer questions.

One hundred and fifty-two people arrived to the consultation screenings. Seven people, four women and three men, left without completing the questionnaire, resulting in 145 completed questionnaires. Slightly more than half of those who completed the questionnaire were women, and respondents ranged in age from 18 to over 65. Almost three-quarters of the audience was European/Pakeha with the rest being of other ethnic groups.

Two-thirds of the audience watched the whole video. Most of those who left or took a break during the video cited the dull, boring and repetitive nature of the video, others indicated they found it totally lacking in any merit or that they found it degrading, sickening or offensive.

One of the areas explored in the research was whether viewers thought that what they were watching on the screen reflected real life. Three-quarters of respondents rejected the proposition that the scenarios and behaviour seen on the video reflected real life, but irrespective of their view on this point many were concerned that the material created or reinforced unrealistic stereotypes about women and sexual relationships.

The great majority of respondents agreed that the camera work affected the impact of the sexually explicit material. Some found it made the material overly explicit, others thought that continual focus on genitals objectified the characters. Some people thought the camera work enhanced reality and others believed it increased a sense of unreality. There was a similar range of views over the use of language in the video. Most people agreed the language

was minimal, and while for some the sparse dialogue accentuated the power imbalance between men and women, others thought it had little impact.

The audience was divided on whether any group of people in the video they saw was represented as inferior. Of the 56% who did think that, two-thirds thought it was women who were presented as inferior.

Three characteristics came through very strongly in the words people chose to describe the behaviour of the men in the videos – they were dominant or dominating, controlling or in control, and self-gratifying or selfish. In the same way, the women in the videos were described by many respondents using these or similar words – submissive, slutty, and horny.

The relationships in the video were described by many people as non-existent, physical or using a term reflecting a power imbalance.

Respondents were asked whether they had found any of the sexual activities presented in the video to be degrading. Those who had found at least some of the activities degrading – the majority – were asked to indicate which they had found most degrading. Four sexual activities in this video stood out as being judged far more degrading than others by the respondents. They were: penis going from anus to mouth, double penetration, finger going from anus to mouth and ejaculation on a woman's face.

A minority of the audience thought the video they had seen had or could have some benefits. The most common benefit identified was that the video could help couples with sexual arousal.

About two-thirds of the audience was in agreement that the videos could be harmful. The chief harm they perceived was that the video created or reinforced inaccurate stereotypes and gave men the wrong message about women. The second harm identified most frequently was that the video could encourage inappropriate behaviour on the basis of unrealistic expectations. The settings in which these respondents thought the video could be most harmful were gatherings of young people, or of other people insufficiently mature to handle the content. The groups most often mentioned as being at risk were once again young people, vulnerable people who may not be able to distinguish fantasy from reality, and women who may be the victims of men's inappropriate behaviour.

When the views of sub-groups in the audience were compared there was little difference between them. Older people and people who had not watched sexually explicit videos before were more likely to believe the material is harmful, but other than that, few sub-group differences were apparent.

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\* *“Objectionable except if the availability of the publication is restricted to persons who have attained the age of 18 years.”*

## Office of Film and Literature Classification public consultation on sexually explicit material

### 1.0 INTRODUCTION

The Office of Film and Literature Classification has initiated research into public attitudes to R18 sexually explicit material.

The purpose of these consultations is to provide a way for the views of the public to inform the classification process. In particular the Office is interested in public feedback on material that challenges the boundaries of what is acceptable within an R18 classification.

This consultation process was designed to introduce viewers to the Films, Videos, and Publications Classification Act 1993, and in particular to draw their attention to the provisions of section 3, which require judgements to be made about the extent and degree to which, and the manner in which, some things are represented. Participants were asked to watch a video and to pay particular attention to these criteria:

- ‘ . . . the extent and degree to which, and the manner in which, the publication<sup>1</sup> . . .*
- (a) Describes, depicts or otherwise deals with . . .*
  - (iii) other sexual or physical conduct of a degrading, dehumanising or demeaning nature: . . .*
  - (c) Degrades or dehumanises or demeans any person: . . .*
  - (e) Represents (whether directly or by implication) that members of any particular class of the public are inherently inferior to other members of the public by reason of any characteristic of members of that class, being a characteristic that is a prohibited ground of discrimination specified in section 21 (1) of the Human Rights Act 1993.<sup>2</sup>*

Following the screening there was an opportunity for respondents to give both written and verbal feedback on the material they had seen.

Of particular interest to the Classification Office were respondents' opinions on the video as a whole, their assessments about whether specific activities in the video were degrading, dehumanising or demeaning, and their opinions about whether the video had any benefits or could be harmful.

### 2.0 METHOD

#### 2.1 Recruitment of Respondents

Participants were recruited for the consultation by ACNielsen on the basis of a specification supplied by the

Office of Film and Literature Classification. A recruitment company was used to provide participants for the research so that it was clear that the Office had no influence over the selection of the audiences viewing the material.

The specification provided to the recruitment company was for six groups with at least 25 people in each group. The groups were to be gender segregated and designed to include a cross-section of age, ethnicity, household size and household income, which broadly matched that of the New Zealand population. Potential viewers were required to be over age 18, and were to be informed about the sexually explicit nature of the material to be viewed.

The recruitment company approached people whose demographic profile fitted those required for the specification from a database made up of over 1000 people. The database was comprised of people in Wellington who had previously been contacted for a telephone survey through random number dialling, and had indicated their willingness to contribute to further research. People who agree to be on the database are invited to participate in qualitative research no more than three times. Where time permitted, people who were not available at the time of first being called were telephoned twice more before another person with a similar demographic profile was approached. The company recruited more participants than were actually required in case some of those who had agreed failed to attend the screening. In the event, 82 of the 84 women (98%) recruited for the consultation arrived to the screening, compared with 70 of the 84 men (83%) recruited.

The sampling strategy resulted in a non-probability sample, that is, there is a strong chance the sample is not representative of the wider population. However, given the nature of the material, the fact that the consultation drew on people who had already demonstrated their willingness to share their opinions may well have increased the richness of the resulting data. Given the very sexually explicit nature of the material participants were required to watch, it was thought that those who had taken part in a research exercise before would be more able than others to give meaningful informed consent to their participation.

At the end of the consultation sessions the Office gave each participant vouchers to the value of \$30 as a gratuity for participation. This was in recognition of the length of the consultation (about four hours), the material people were asked to watch, and the effort required to complete a lengthy questionnaire. The amount was thought to be small enough that it would not alone be an inducement to attend, but yet provide some recompense for the time and effort expended.

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1. In this case a video

2. Films, Videos, and Publications Classification Act 1993, s3 (3)

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## 2.2 The Screenings

The screenings were held in a meeting room at the Classification Office and several Classification Office staff were present. The Office chose three videos<sup>3</sup> as examples of videos currently classified R18 but which challenge the boundaries of what is acceptable. The videos were made up of two or more scenarios; they each contained a range of explicit sexual practices and included sexual activities with more than two participants. Each one also contained a number of trailers for other sexually explicit videos. Each video was screened once to an audience of women and once to an audience of men. The views captured in this report reflect viewers' opinions of the video they saw, which would have been one of the three selected for the consultation.

Prior to each video being shown, the Chief Censor talked to the audience about the Films, Videos, and Publications Classification Act 1993, and in particular about the challenges posed by the provisions of section 3(3).

In the introduction to the screening the sexually explicit nature of the video was made clear to participants, and they were asked to sign a disclaimer indicating that the nature of the material they were about to watch had been explained to them.

Participants were advised that they were welcome to leave at any time during the screening of the video for a break, and could return should they wish to. An adjacent room, comfortable with music, magazines and coffee, was made available for those who chose to leave the screening room. As it was deemed to be very important to have access to the views of those who chose not to watch the full video, considerable efforts were made to keep these people comfortable and occupied until the screening had finished, whereupon they were invited to rejoin the group to give their feedback through the questionnaire. Of the 152 people who arrived for the consultation, 145 (over 95 percent) stayed to complete the questionnaire.

Following the screening all respondents were offered supper before being asked to complete a questionnaire.

## 2.3 The Questionnaire

A questionnaire was given to respondents to complete following the screening. A written questionnaire was chosen as the primary research tool as it offered respondents the opportunity to give their own views confidentially without being influenced by the views of others in the audience. The researcher introduced the questionnaire.

The questionnaire was designed by the researcher in conjunction with staff of the Classification Office. The same questionnaire was used for each of the six consultation meetings. The questionnaire sought:

- viewers' initial responses to the video
- feedback on the impact of the video as a whole, including the way the characters were portrayed, the way relationships were presented and the impact of camera work and language
- viewers' assessments of whether specific sexual activities presented in the video were degrading
- views about any benefits, and possible harms that could result from the material being available
- demographic information about members of the audience.

The questionnaire included both tick box answers and opportunities for comment. The sexually explicit and hence sensitive nature of the material being viewed was taken into account in the construction of questions, and care was taken to ensure that questions were not intrusive.

The questionnaire asked respondents for some demographic details including their age, ethnicity, sexual orientation, and whether or not they had a religious affiliation. Participants were expressly asked not to put their names on the questionnaire.

The initial consultation meeting also operated as a pilot session for the survey. Analysis of responses led to three additional questions being inserted in the questionnaire completed by the remaining five audience groups<sup>4</sup>.

After refreshments, participants took between 20 and 35 minutes to complete the questionnaire by themselves before being asked to rejoin the group for a discussion.

## 2.4 The Discussion

One of the classification officers facilitated an unstructured discussion to give participants a chance to talk about the video they had just seen, the consultation process as a whole, or any other issues they wanted to raise.

The primary purpose of the discussion was to offer participants the opportunity to debrief following what would have been, for some at least, quite a challenging experience. Some participants made use of the opportunity for discussion, and asked many questions as well as offering opinions.

The researcher took notes during the discussions, which yielded some additional research material. This report contains a summary of the issues raised in discussions.

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3. 'Matador 2', 'Rocco's True Anal Stories', and 'Shayla's Web'.

4. The additional questions were: 1) How long participants had watched the video before they left the room. 2) Whether the video represented any group of people as being inferior to any others. 3) Whether respondents had children in their care.



## 2.5 *The Analysis*

An independent social science researcher contracted for this task only to the Classification Office has undertaken this research component of this consultation. The researcher, who also undertook all data entry and analysis and wrote this report, designed the research instrument.

Quantitative data (tick boxes) was entered in Microsoft Excel and analysed in Excel and SPSS. Qualitative data (comments) was coded by the researcher then entered and analysed in Excel. This was so that the comments made most frequently could be identified and reported. The report draws heavily on direct quotes to illustrate the points people made. The quotes, which are verbatim – that is, the participants' words have not been altered in any way – have usually been selected for inclusion because they are typical, and illustrate the points made most frequently by respondents. However some quotes have been included to illustrate the range of views on a particular issue. The number in brackets following each quote shows which consultation that participant had attended.

Responses from each of the six consultations were analysed and individual reports on each consultation were prepared for the Classification Office.

During the discussion the researcher took full notes. However, the discussion was not primarily designed as a data gathering opportunity and each discussion was unstructured and wide-ranging.

## 2.6 *Ethical Issues*

The Office recognised that the material to be screened during this consultation was classified R18, and had the potential to offend some viewers.

To minimise potential harm or offence the Office directed the recruitment company to inform participants that their involvement would mean they would be watching sexually explicit material. This warning was repeated in the introduction to each session.

The Office sought to make the session and the venue as pleasant as possible for participants, and took steps to minimise any discomfort. These steps included:

- holding gender segregated viewing sessions to reduce any potential awkwardness in the session or any inhibitions about sharing views in the discussion
- as far as possible, Classification Office staff attending the sessions were of the same gender as the audience. Exceptions were: the male Chief Censor who addressed all the viewings, the female classification officer who facilitated all the sessions, and the female researcher who was present at all the viewings
- making it easy and comfortable for participants to leave the screening should they want to, and providing refreshments, magazines and newspapers, and music for those who chose to do so

- supper was provided for all participants at the conclusion of the video; this was both to offer necessary refreshments, and to give an opportunity for a break between the viewing and the analysis
- each consultation meeting ended with a discussion designed primarily to give an opportunity for participants to share their thoughts or any questions that had arisen for them during the evening. A classification officer facilitated the discussion and the discussion was participant directed.

## 2.7 *Limitations of the Consultation*

This process gathered the views of 145 people. Even if participants had been drawn completely randomly from the population, this is too small a number from which to attempt to draw conclusions about the views of the population at large. At best, the views of this group of people can give an indication of some of the views held by the wider population.

As discussed, the sample of participants was not drawn randomly from the population. Indeed such a sample is very difficult to achieve. However, considerable efforts were made to include a cross-section of people in the consultation, and the demographic details gathered from participants indicate that the sample did indeed contain a cross-section of age, ethnicity and household composition. An obvious potential bias lies in the willingness of these participants to participate in research, as evidenced by their inclusion in the ACNielsen database.

The small sample size and the way in which the sample was drawn mean that particular caution needs to be employed when comparing the views of subgroups in the sample. In this report subgroup comparisons are only attempted when the subgroups comprise more than a third of the sample. For example, some gender comparisons are included, and some comparisons between those who have care of children and those who do not. Where subgroups are very small, as in the case of people from ethnic groups other than New Zealand Pakeha, or of gay, lesbian or bisexual participants, no subgroup comparisons have been attempted, although occasional reference has been made in the text to the views of these few people.

Finally, the very atypical setting in which the material was being watched and analysed must be acknowledged. Participants were in a well-lit room with a group of strangers of the same gender. They were also aware of the presence of several Classification Office staff. This is an unusual setting for watching sexually explicit material, and is likely to have had some influence on responses.



### 3.0 THE AUDIENCE

One hundred and fifty-two people arrived to the consultation screenings. Seven people, four women and three men, left without completing the questionnaire. Almost all of them left either prior to the screening, or in the first few minutes of the video being shown.

Women made up just over half of those who completed the survey.

*All percentages in the following tables are rounded.*

#### 1. GENDER OF AUDIENCE

Women	77	53%
Men	67	46%
No response	1	1%
<b>Total</b>	<b>145</b>	<b>100%</b>

The 145 people who stayed for the duration of the consultation ranged in age from 18 to over 65.

#### 2. AGE OF AUDIENCE

18 or 19	2	1%
20-24	23	16%
25-29	14	10%
30-34	14	10%
35-39	24	17%
40-44	7	5%
45-49	13	9%
50-54	14	10%
55-59	9	6%
60-64	8	6%
65 or over	16	11%
No response	1	1%
<b>Total</b>	<b>145</b>	<b>100%</b>

Almost three-quarters of the audience was Pakeha, eleven people (8%) were Maori and five (3%) were from Pacific Nations. Ten people (7%) indicated that they belonged to more than one ethnic group.

#### 3. ETHNICITY OF AUDIENCE

Pakeha New Zealander	108	74%
Maori	11	8%
Pacific	5	3%
Other ethnicity	10	7%
More than one of above	10	7%
No response	1	1%
<b>Total</b>	<b>145</b>	<b>100%</b>

The large majority of respondents indicated that they were heterosexual. Two women indicated that they were bisexual, and two more women that they were lesbian. Six people did not respond to this question.

#### 4. SEXUAL ORIENTATION OF AUDIENCE

Heterosexual	135	93%
Bisexual	2	1%
Gay or lesbian	2	1%
No response	6	4%
<b>Total</b>	<b>145</b>	<b>100%</b>

More than a third of the respondents had a religious affiliation.

#### 5. DO MEMBERS OF THE AUDIENCE

##### HAVE A RELIGIOUS AFFILIATION?

Yes	55	38%
No	88	61%
No response	2	1%
<b>Total</b>	<b>145</b>	<b>100%</b>

Less than half of the respondents currently had children in their care.

#### 6. DO MEMBERS OF THE AUDIENCE

##### HAVE CHILDREN IN THEIR CARE?

Yes	52	43%
No	69	57%
No response	1	1%
<b>Total*</b>	<b>122</b>	<b>100%</b>

\*This question was not asked in the first questionnaire, hence the smaller total

Eighty percent of the audience had watched sexually explicit material before, at least once or occasionally; twelve of these people (8% of respondents) had watched sexually explicit material frequently. Twenty-four people (17%) had never watched sexually explicit material of this kind before.

#### 7. HAVE YOU WATCHED SEXUALLY EXPLICIT MATERIAL BEFORE?

Frequently	12	8%
Once or occasionally	104	72%
Never	24	17%
No response	5	3%
<b>Total</b>	<b>145</b>	<b>100%</b>

## 4.0 VIEWERS' INITIAL RESPONSES TO THE VIDEO

### 4.1 Viewers Who Watched the Entire Video

Over two-thirds of those who completed the questionnaire watched the whole video.

#### 8. WATCHED THE WHOLE VIDEO

Yes	97	67%
No	47	32%
No response	1	1%
<b>Total</b>	<b>145</b>	<b>100%</b>

Almost three-quarters of the people who left during the course of the video did so within the first hour of the screening. Many of these people would have returned to the screening following a break.

#### 9. DURATION OF VIEWING

Less than 30 minutes	10	8%
30-60 minutes	25	20%
More than 60 minutes	13	11%
Whole video	74	61%
<b>Total*</b>	<b>122</b>	<b>100%</b>

\*This question was not asked in the first questionnaire, hence the smaller total

The questionnaire provided an opportunity for people who had left the room during the course of the screening to say why they had done so. Most cited the dull, boring and repetitive nature of the video, others indicated they found it totally lacking in any merit or that they found it degrading, sickening or offensive. These are some typical comments:

*Too much of the same thing became very tedious after a while. There was no storyline and I got bored. [Consultation 2]*

*I found it demeaning and degrading, and quite apart from this, unbelievably boring. [Consultation 4]*

*Apart from finding it degrading and sickening, it was totally boring and repetitive. Where is the romance??!! Too graphic for my liking. [Consultation 1]*

*I was unable to watch the video as I found it disturbing and I was not enjoying watching the material it contained. I found it offensive in its treatment of women. [Consultation 2]*

### 4.2 Initial Comments

Before embarking on specific questions, and in order to gather people's reactions to the video before their thinking had been shaped by any of the questions, all viewers were given the opportunity to make an initial response to the video. Most people took this opportunity, and a very wide range of comments was made.

The most frequent comment was about how boring the video had been, often supplemented with an additional comment about the lack of plot, character or other interest. These are some examples of comments of this kind:

*Bored by repetition . . . wondered at the purpose of the video: no plot, no dialogue, no artistic merit, no sophistry or subtlety. [Consultation 1]*

*I thought it was boring and lacked any merit of any description. [Consultation 1]*

*A lot of rubbish I would not recommend to anyone. Repeated itself over and over. [Consultation 2]*

*Tedious, poorly presented, no merit to anything depicted on the video. Very difficult to watch through the full tape. [Consultation 4]*

Other respondents found more to object to in the video than how boring it was or the lack of artistic merit. These quotes refer to other issues that were mentioned by several people in their opening comments:

*I did not enjoy watching the film. In my opinion it had no artistic, social or educational merits. I thought the film quite degrading – women being used as sex objects. The film dehumanised sex and reduced it to an animalistic level. I found the film objectionable and very boring. [Consultation 5]*

*I was sickened and saddened. I felt pity for the poor women and I was disgusted by the revolting men. [Consultation 1]*

*The video was degrading and demeaning to women. I have never thought this about adult material before. This video showed men controlling and objectifying women. I found it disturbing and am not convinced that the video should be available in New Zealand. [Consultation 4]*

A number of people also commented here directly on the impact of the extent of exposure to some activities. Here are some examples of their comments:

*Too much explicit sex – after 90 minutes I feel a little queasy. I was not really offended by the material as a whole, but I would have liked to have seen less of it. [Consultation 5]*

*I only watched it all because I thought 'surely something else is going to happen' . . . but no, just more of the same again and again. [Consultation 5]*

Other issues raised by more than one or two people in initial comments included concern about the creation or reinforcement of undesirable stereotypes; viewers' disgust with the video; the power imbalance between the characters; the impact on the viewer; a lack of attention to hygiene and safe sex practices; the use of women as sex objects, and the lack of attention to women's needs. The humorous or silly side of what they had seen was mentioned by a few.

## 5.0 THE IMPACT OF THE VIDEO AS A WHOLE

After giving their initial response to the video, respondents were asked to indicate the extent of their agreement or disagreement with a series of statements relating to the video as a whole.

The first four statements asked respondents about how realistic they thought certain aspects of the video were. Pretesting of the questionnaire did not reveal any confusion with the questions, but some of the early responses indicated that some people were answering the question about whether this sort of behaviour happened in real life, and others were commenting on whether the sexual activity in the videos was actually happening or was being acted. Once the confusion became apparent the point was clarified as the questionnaire was introduced to participants in each session, and it was made clear that in asking whether things were 'realistic' we were asking whether these or similar scenarios or behaviour happen in real life.

### 5.1 Views on Whether the Scenarios Were Realistic

The first statement was that, 'The story or scenarios presented in this video is (or are) realistic'.

10. THE STORY OR SCENARIOS IN THIS VIDEO IS (OR ARE) REALISTIC

Strongly agree	5	3%
Agree	12	8%
Neither agree nor disagree	19	13%
Disagree	40	28%
Strongly disagree	67	46%
No response	2	1%
<b>Total</b>	<b>145</b>	<b>100%</b>

Almost three-quarters of respondents disagreed or strongly disagreed that the story or scenarios presented in the video were realistic.

In response to a question about the effect of this unrealistic presentation on a viewer, the comments most frequently made concerned the creation of unrealistic stereotypes,

and the promotion of inappropriate behaviour on the basis of those stereotypes. These are some of the comments people made:

*They may feel this is a normal situation and try to copy it with an unwilling partner. [Consultation 2]*

*Could lead a viewer to believe that the sort of behaviour depicted is acceptable and lead to the assault and rape of vulnerable women. [Consultation 4]*

*We might go home and expect that sort of action. [Consultation 4]*

*Very bad copycat effect. Totally misleading. [Consultation 4]*

Some viewers introduced a theme that recurred through the responses, which is that some people will be more susceptible to believing the video is realistic and more at risk of attempting to imitate the behaviour seen on it. Here are two examples of that belief:

*A 'susceptible' (inexperienced) viewer could be encouraged to pursue such fantasies with all sorts of possible repercussions. [Consultation 2]*

*Young, impressionable or immature viewers may think that such activity and behaviour is normal and that having sex without condoms is OK. [Consultation 3]*

A smaller group of viewers thought that the scenarios were unrealistic and that people would be unlikely to see the video as other than fantasy, as these comments show:

*I believe it would 'distance' the viewer from the behaviour. It was so unrealistic one cannot identify with any of the characters or action. [Consultation 4]*

*The scenarios make very little connection with anything that might let any but a select few identify with the protagonists. [Consultation 4]*

*Borderline. I don't think the average couple or family or group of friends would behave in such a manner, ie. the story is very fictional. [Consultation 6]*

Some of those who agreed that the scenarios were realistic thought that this could encourage experimentation, and/or that it might leave people with feelings of inadequacy. They made these comments:

*People could think that's what they are supposed to be doing in their own relationships. [Consultation 5]*

*It could provide people with feelings of inadequacy. [Consultation 5]*

*It could encourage people to have better sex or make them feel inadequate to their own sexual performance. [Consultation 5]*

One of the videos was set in an office. This provoked a number of comments about participants' discomfort with the use of a workplace environment. Here is one:

*Sets poor role models, poor behaviour patterns, bad stereotypical portrayal of women, that sexual conduct of this kind is acceptable in a work/any environment. [Consultation 4]*

Twelve people (8% of respondents) agreed with the statement that the scenarios were realistic, and five people strongly agreed.

### 5.2 Views on Whether the Sexual Behaviour was Realistic

The second statement was, 'The adult sexual behaviour presented in this video is realistic'.

11. THE ADULT SEXUAL BEHAVIOUR PRESENTED IN THIS VIDEO IS REALISTIC		
Strongly agree	4	3%
Agree	25	17%
Neither agree nor disagree	26	18%
Disagree	51	35%
Strongly disagree	38	26%
No response	1	1%
<b>Total</b>	<b>145</b>	<b>100%</b>

Once again, most of the audience disagreed with this statement, although not quite to the extent that they disagreed that the scenarios were realistic.

From those who did think there could be an impact the most frequent comments were about the creation of unrealistic expectations and the possibility of inappropriate behaviour based on those expectations:

*Some adults watching this video might think they were missing out on something and seek further titillating relationships detrimental to their relationships. [Consultation 2]*

*Gives men false information about what sexually satisfies women. Perpetuates male-focused views of sex already part of our sexist society. [Consultation 5]*

*Building up expectations about what sexual behaviour to expect from a potential partner, with no consideration taken of the partner's point of view. [Consultation 5]*

Twenty percent of the audience agreed that the adult sexual behaviour was realistic. When asked to comment on the impact this could have on a viewer they raised the same issues as did the people who thought the behaviour unrealistic. Here are two comments from people who agreed that the behaviour was realistic:

*That there is nothing else apart from this to do with the opposite sex. [Consultation 6]*

*Could encourage them to be more sexually adventurous, or turn them off more. [Consultation 3]*

### 5.3 Views on Whether the Women's Behaviour was Realistic

Viewers were asked to indicate the extent of their agreement or disagreement with the statement, 'The women's behaviour presented in this video is realistic'.

12. THE WOMEN'S BEHAVIOUR PRESENTED IN THIS VIDEO IS REALISTIC		
Strongly agree	0	0%
Agree	16	11%
Neither agree nor disagree	23	16%
Disagree	42	29%
Strongly disagree	63	43%
No response	1	1%
<b>Total</b>	<b>145</b>	<b>100%</b>

Once again, almost three-quarters of the audience disagreed that the women's behaviour was realistic. Sixteen people (11%) agreed that the women's behaviour was realistic.

Whether or not respondents disagreed with the statement, the most common issues raised in the comments were that the women in the video were presented as submissive and subordinate, and that the video could create undesirable expectations of other women. These were some things people said:

*The women in the video were too submissive and willing to do what the men wanted. In western culture I think on the whole that that would not be an accurate depiction of women. [Consultation 2]*

*May make them think that all women are like that – willing to do whatever. [Consultation 3]*

*Again, possibly false expectations. But also degrades women and portrays them as basically orifices there to provide pleasure for men. [Consultation 3]*

*Could make the viewer think of women as sexual playthings. [Consultation 4]*

*Men could start to think that women always enjoy doing all of those activities. [Consultation 5]*

Some felt the unrealistic presentation of behaviour meant that there would be few effects on the viewer:

*Women cannot connect with women in the film. Only a few men would realistically expect this behaviour from women. [Consultation 4]*

*This is a non-normal human relationship – staged for what it is, a sexually explicit film. [Consultation 4]*

*Can't imagine any effect. [Consultation 4]*

#### 5.4 Views on Whether the Men's Behaviour was Realistic

The next statement presented to viewers was, 'The men's behaviour presented in this video is realistic'.

##### 13. THE MEN'S BEHAVIOUR PRESENTED IN THIS VIDEO IS REALISTIC

Strongly agree	7	5%
Agree	26	18%
Neither agree nor disagree	33	23%
Disagree	44	30%
Strongly disagree	32	22%
No response	3	2%
<b>Total</b>	<b>145</b>	<b>100%</b>

Viewers were somewhat more inclined to agree that the men's behaviour was realistic, although over half did not think so. Regardless of whether they agreed or disagreed, their comments about the possible impact on a viewer were similar.

Some respondents thought the material in the video was fantasy as these comments show:

*It is unlikely, even in France, that a middle-aged man would think it possible to get away with what, in most countries, constitutes sexual harassment. Nor do I think that they would assume that beautiful women are that easily persuaded to act out male sexual fantasies. [Consultation 1]*

*The environment may be used in fantasy but I believe most men would view this as unrealistic behaviour. [Consultation 1]*

However, others were concerned with the implications within real sexual relationships.

*Men could see this and want sex like that, expect a woman to be submissive and expect that anal sex is normal and that foreplay is not needed. [Consultation 1]*

*Men think sex there for their gratification. No sign of 'out of bed' relationship. Men think it's okay to act in same way. [Consultation 2]*

*I would consider their aggressive dominant behaviour inappropriate to even a casual physical encounter; and the viewer could get an inappropriate impression of what acceptable sexual behaviour is. [Consultation 4]*

A few men, here and elsewhere in the questionnaire mentioned the damage that could be done to the male ego by seeing men so physically well endowed, and with such stamina. Here are some of those comments:

*The sex seemed to go on for ever – not like real life, but potentially damaging ego-wise for the male viewer. [Consultation 3]*

*Anatomy of the male participants (I cannot call them 'actors'), their capacity also. And real people do not behave like this. [Consultation 3]*

*Everything was larger than it really is. [Consultation 3]*

These are two comments from those who agreed that the men's behaviour was realistic:

*Men might think that because they are seeing realistic men's behaviour they are also seeing realistic women's behaviour. [Consultation 5]*

*I think the males who watch this video would draw similarities between themselves and the 'actors'. [Consultation 5]*

#### 5.5 Use of the Camera

Respondents were asked to indicate the extent of their agreement with the proposition that, 'The way the camera was used affects the impact of the sexually explicit material'.

##### 14. THE WAY THE CAMERA WAS USED AFFECTS THE IMPACT OF THE SEXUALLY EXPLICIT MATERIAL

Strongly agree	68	47%
Agree	54	37%
Neither agree nor disagree	14	10%
Disagree	2	1%
Strongly disagree	5	3%
No response	2	1%
<b>Total</b>	<b>145</b>	<b>100%</b>



One hundred and twenty-two people (85%) agreed that the way the camera was used affected the impact of the material.

A wide range of comments was made about the impact of the camera. Issues raised included the intrusive and clinical nature of the camera work, the objectifying of women, and the degrading, distasteful and disturbing nature of the close up shots. Here are some of the comments made in this section:

Several people thought the camera work made the material overly explicit:

*Close-ups of genitalia and orifices made the sex acts revolting and some viewers could be disturbed. [Consultation 6]*

*I found the angles quite intrusive, and even violent, or violently penetrative. Equating sex with violence gives the wrong impression to a viewer. [Consultation 1]*

*The close-ups I think put me off. I don't think we needed the camera to be right in there in between the male and the female. I think the camera angles was what made the video worse than what it could've been. [Consultation 5]*

Some viewers thought the camera's focus on genitals rather than faces served to objectify the characters:

*It takes the focus away from the fact that you're watching people. [Consultation 5]*

*Very much a focus on genitalia. Distortion of the bigger picture. [Consultation 5]*

*A viewer is bombarded with visual images that cannot take into account feelings and sensations because it's all so in-your-face (pun intended). [Consultation 5]*

Here are two contrasting views. The first two quotes are from people who believed the handheld camera encouraged viewers to believe that the behaviour is actually happening:

*Handy cam increased sense that this was really happening. Close-up shots of genitalia were used repeatedly, suggesting that men and women are simply conglomerations of organs. Bizarre camera angles increased sense of voyeurism. [Consultation 3]*

*The handheld approach tends to give a more life-like impression and therefore lead people to believe the behaviour is normal. [Consultation 3]*

In contrast, these comments from viewers who thought the camera work increased the sense of unreality:

*Assists in believing the material was unrealistic. [Consultation 4]*

*I felt the repeated shots of dilated anuses made the film even less lifelike. [Consultation 4]*

A few people thought the camera work enhanced the video as these comments show:

*The quality of the camera work enhanced what was otherwise a tedious exploitation of sex.*

*Porno photography really gets in there these days. Some quite arty angles and camera direction.*

And others thought the camera work helped to make the material educative:

*Showing the different angles could give people the learning skills for different sexual positions. And gives the audience great views of different parts of the anatomy. [Consultation 5]*

*Close-ups etc answer a lot of questions even I had. Far better than a manual. [Consultation 5]*

## 5.6 Use of Language

The final statement in this section was, 'The way language is used in this video affects the impact of the sexually explicit material'.

### 15. THE WAY THE LANGUAGE IS USED AFFECTS THE IMPACT OF THE SEXUALLY EXPLICIT MATERIAL

Strongly agree	18	12%
Agree	51	35%
Neither agree nor disagree	51	35%
Disagree	14	10%
Strongly disagree	4	3%
No response	7	5%
<b>Total</b>	<b>145</b>	<b>100%</b>

Almost half the audience agreed or strongly agreed that the way the language was used affects the impact of the sexually explicit material, and over a third were neutral on the matter or undecided.

The comment most frequently made was that this video contained very little dialogue.

*What language? Dialogue seemed to consist of grunts, groans, moans, affirmatives and exhortations to God. [Consultation 3]*

*What language?! What was said was mumbled or was repeated to the point of losing all impact. [Consultation 6]*



*As a viewer I didn't think there was any dialogue, just a few grunts and sighs. [Consultation 2]*

Some viewers thought the language used accentuated the power imbalance between men and women:

*The way the men dominated by instructing the women, the lack of reciprocal requests from the women and the thanking of the men for the opportunity to be of service was extremely demeaning and would give the wrong impression of the role of women in sex. [Consultation 4]*

*There is more or less no dialogue, women speak even less than men. When men do speak they sound as though they are talking to five year olds reinforcing that 'women are naïve and dumb' and 'sex involves no intimate connection' attitudes. [Consultation 1]*

Others were quite critical of the language and its impact on the viewer:

*The language was terrible in this video. Far too much (fuck) from the women. Do women really think guys like them talking like this all the time? [Consultation 6]*

*The language used is as basic as the video itself. This language could affect an inexperienced person to believing this is socially acceptable. It is not! [Consultation 6]*

*If the purpose of the video is to degrade women then the 'baby' and 'suck me' suited that purpose perfectly. [Consultation 2]*

Some people thought the language, such as there was, had little impact, as these comments show:

*No real effect as it is everyday language. [Consultation 6]*

*I thought the language did not alter the impact in any way (not in this video anyway). The language didn't really carry any connotations, eg. the men never commanded the women to do anything. [Consultation 4]*

### 5.7 Views on Whether Any Group of People was Represented as Inferior

Respondents were asked whether any group of people in the video was represented as being inferior.

16. DOES THIS VIDEO REPRESENT ANY GROUP OF PEOPLE AS INFERIOR?

Yes	68	56%
No	50	41%
No response	4	3%
<b>Total*</b>	<b>122</b>	<b>100%</b>

\*This question was not asked in the first questionnaire, hence the smaller total

The audience was divided on this matter. Slightly more than half thought a group was represented as being inferior, and 43 (63%) of them indicated that it was women who were portrayed as inferior. Of the other 25 people who indicated that a group was represented as inferior, 12 made no comment as to what group was represented as inferior, and 13 made a comment that was unique to them, or of questionable relevance (eg 'their penis size and those who can last', or, 'can have a serious effect on meek minds'.)

Here are some comments from people who thought women were portrayed as inferior in the video they saw:

*Women are depicted as existing purely for the sexual gratification of men. There is nothing shared or cared for throughout. [Consultation 6]*

*Women, because of the way they were shown to act in comparison with the men and because of the way the camera focused on them so much more in a way that suggested they were vulnerable and out of control. [Consultation 5]*

*The film portrayed women as being inferior by suggesting that women typically obey men's every commands. Eg. No women ever resisted the men's sexual advances suggesting that when men make such advances women typically would and should go along with what the men want. [Consultation 4]*

*All the women are without power or say. The men direct all the action, have all the power and control all the scenes. [Consultation 4]*

None of those who thought that no group was presented as inferior made any comments.

### 5.8 Words and Phrases

Respondents were asked to choose three words or phrases to describe how the men behaved in the video, how the women behaved, and how the relationships were portrayed. They offered a wide range of responses.

#### Words and phrases to describe how the men behaved in the videos

Three characteristics came through very strongly in the words people chose to describe the behaviour of the men in the videos.

*Dominant or dominating* were the words most frequently selected by respondents. Other words or phrases which convey a similar or related meaning and which some respondents also chose included: *masterful, overbearing, overpowering, powerful, and superior*.

*Controlling or in control* were the words next most frequently chosen. Other words chosen by respondents that convey a similar or related meaning included: *assertive, authoritarian, commanding, instructors, in charge, in command, and manipulative*.

A third set of words included *self-gratifying* or *selfish*, or other words conveying a similar or related meaning such as: *insensitive, self-serving, thinking only of their own satisfaction*, and *users*.

Other words and phrases chosen to describe the men's behaviour included:

- *indifferent, detached, emotionless, cold, clinical, mechanical, detached*
- *horny, lusty, eager, aroused, hungry, rampant, ready, keen, uninhibited*
- *lecherous, oversexed, promiscuous, obsessed with sex, sexual predators*
- *demeaning, degrading, dehumanising*
- *passive, boring, offhand, joyless, silent, bored*
- *greedy, pushy, demanding, physical, macho*
- *crude, oafish, offensive, pigs, base*
- *uncaring, without respect, no tenderness, without feeling*
- *disgusting, nasty, the pits, brutish, rude*
- *stupidly, unintelligently, silly, imbeciles, brainless.*

There were no obvious differences between the words women chose to describe the behaviour of the men in the videos, and the words chosen by men.

#### **Words and phrases to describe how the women behave in the videos**

Once again a number of characteristics came through very clearly in the words and phrases respondents selected to describe the behaviour of the women in the video they saw.

The word chosen most frequently was *submissive*. Many people chose this word, and many more chose words or phrases conveying a similar or related meaning, including: *compliant, controlled, docile, dominated, easily led, meek, not in charge, passive, powerless, obedient, servile, slaves to men's demands, subordinate, subservient, under control*.

The second characteristic that was frequently mentioned was *slutty* or *sluttish*. Others words and phrases chosen that convey a similar meaning included: *bimboish, brazen, can't get enough, cheap, common, easy, loose morals, promiscuous, pushovers, nymphomaniacs, tacky, trashy*.

The third description that many respondents used was *horny*. Other words and phrases used which convey similar meanings included: *abandoned, adventurous, aroused, energetic, enjoying what is done to them, enthusiastic, love having sex, love to be fucked, lustful, lusty, participating wholeheartedly, sex crazy, uninhibited, wanton, willing*.

Other words and phrases people chose to describe the women's behaviour included:

- *without respect for selves, no self respect, self-effacing, degrading themselves*

- *sex addicts, sexually needy, sex-starved, sex-hungry, as if sex is all there is in life,*
- *stupid, dumb, brainless, silly, no brains, unintelligent*
- *acting, going through the motions, doing a job, mechanical, mechanistic, detached, paid, automatons, dehumanising*
- *sex objects, as if they exist only to pander to male sexual obsession, sex toys*
- *apprehensive, frightened, not happy, long-suffering, in pain, reluctant, desperate, unwilling, vulnerable*
- *depraved, disgusting, animals, sick*
- *unbelievable, unrealistic, unnatural,*
- *degraded, demeaned.*

There were no obvious differences between the words women chose to describe the behaviour of the women in the videos, and the words chosen by men.

#### **Words and phrases to describe the relationships in the videos**

The word most frequently chosen to describe the relationships in the videos was *none*. Other words and phrases were also chosen by some respondents to convey a similar meaning, these included: *nil, non-existent*, and *what relationship?*

*Physical* or *sexual* were the next most commonly used words to describe the relationships in the videos. Other words conveying a similar meaning included: *erotic, lustful, only sexual gratification, sensual, sexually charged*, and *sex for sex sake*.

*Unequal power* was another characteristic of the relationships in the videos identified by respondents. Other ways this was described included: *boss/secretary, client/prostitute, dominant man/submissive woman, male dominant, master/slave, men active/women passive, men degrading women, men using women*, and *unequal*.

A number of respondents described the relationships in the video in commercial terms using words and phrases like: *business, commercial, doing a job, employer/employee, in it for the money, just a job, professional relationship*, and *service provider and client*.

Other words and phrases people chose to describe the relationships in these videos included:

- *cold and impersonal, disinterested in one another as people, no communication, unemotional, clinical, mechanical, non-committal, without human contact, no tenderness, uncaring, unloving*
- *friendly, fun, easy going, enjoy!, good humoured, real good*
- *sharing, mutual activity, mutually satisfying*
- *casual, shallow, empty, brief, irrelevant, superficial, insubstantial, inconsequential*
- *unnatural, not normal, unrealistic, fake, contrived, false*

- *no respect, exploitative, users of people, using*
- *degrading to both parties, cheapening, exploitative*
- *animalistic, basic, primitive.*

Once again there were no obvious differences between the words women chose to describe the relationships in the videos, and the words chosen by men.

## 6.0 THE IMPACT OF SPECIFIC ACTIVITIES IN THE VIDEO

### 6.1 *How Degrading were Specific Sexual Activities Shown in the Video?*

The next section explored viewers' opinions on the presentation of specific sexual activities in the video they had just watched.

At the beginning of the consultation a final decision had not been made about which videos respondents would be asked to view. For this reason a generic list of sexual activities found in sexually explicit videos was included in the questionnaire. Respondents were asked to give their views only on activities that had been included in the video they had just watched. Some did this; others gave their views on all activities whether or not they had been included.

Respondents were required to indicate whether or not they considered the way each activity was presented in the video to be degrading, and if so, to what extent. In the figures below the numbers represent the following:

1. absolutely not degrading
2. not degrading
3. neither degrading nor not degrading
4. degrading
5. totally degrading

In Figure 1 below the bars represent the percentage of people who gave an opinion on that specific sexual activity.

Figure 1

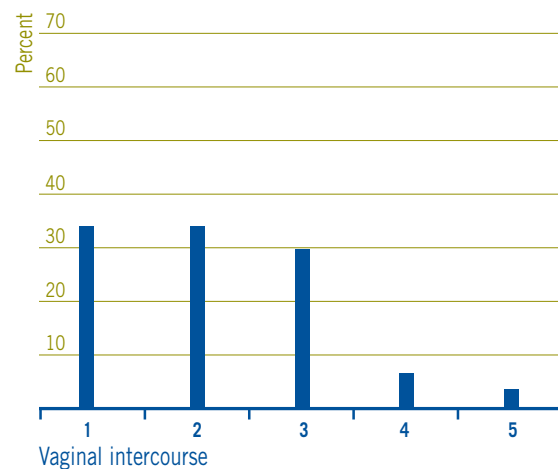
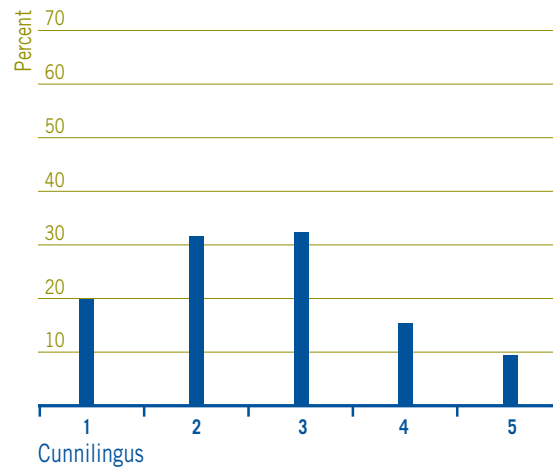
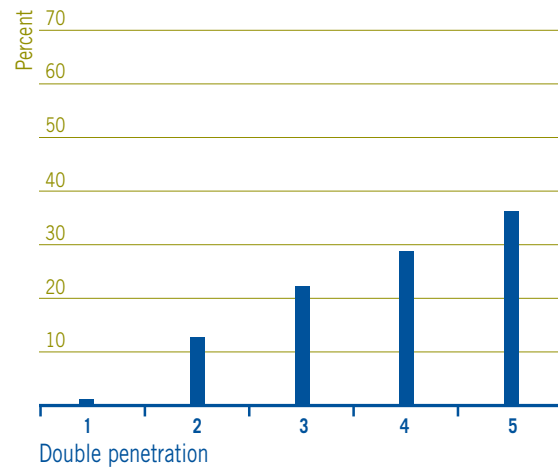


Figure 1 continued

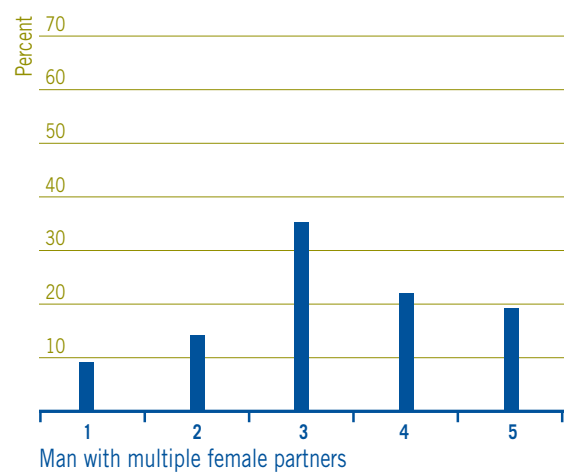
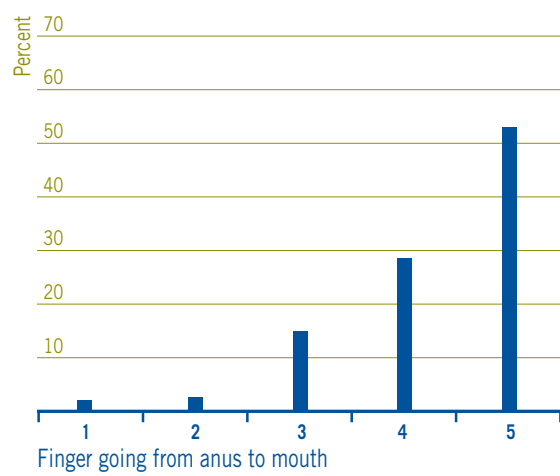
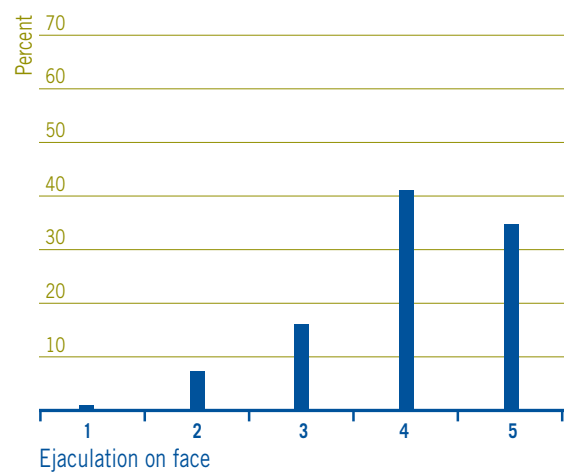
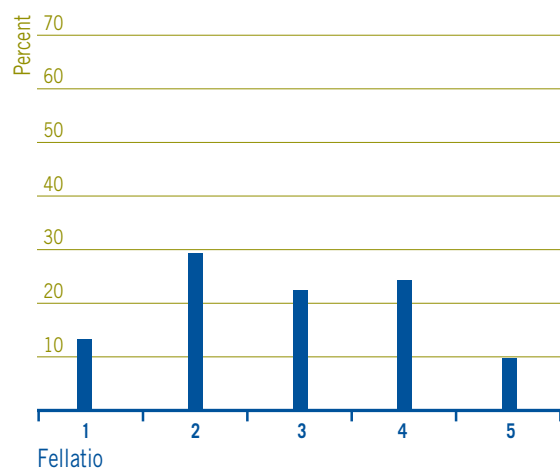
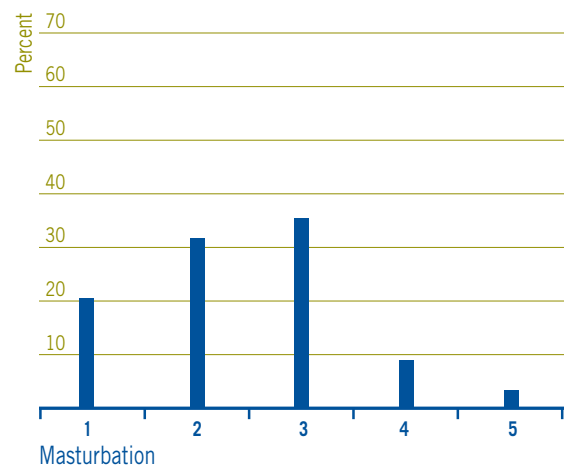
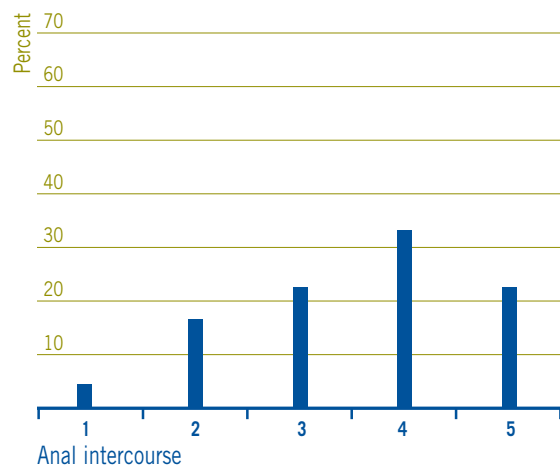
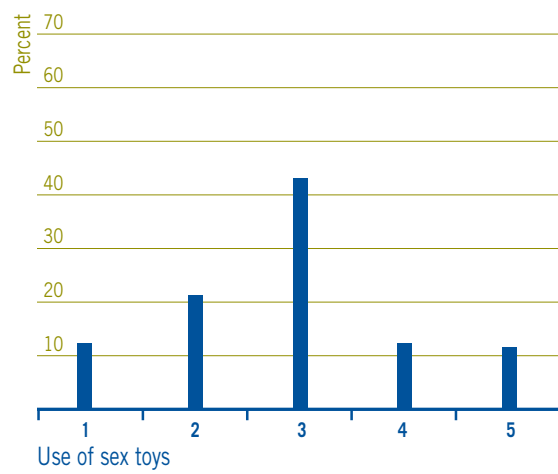
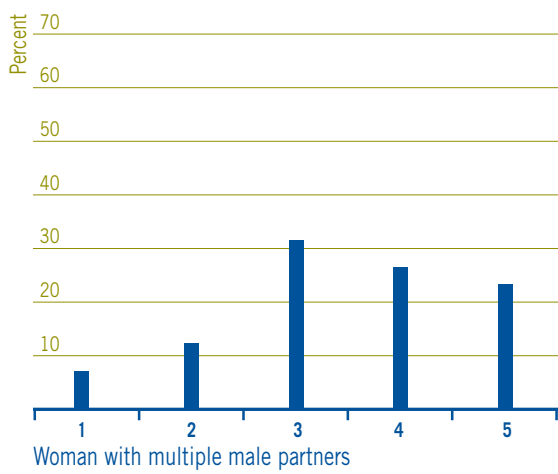
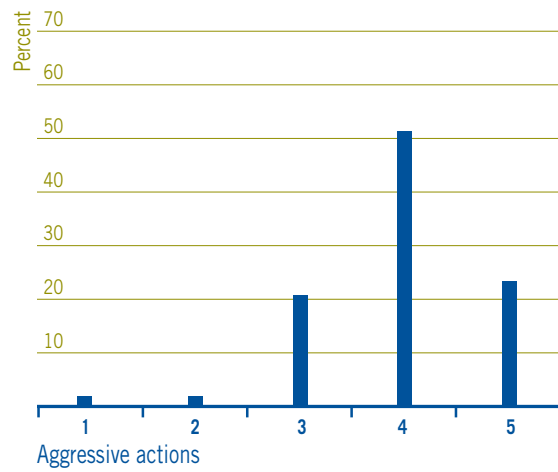
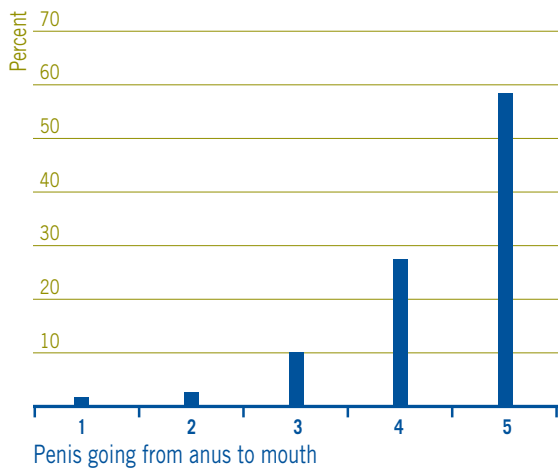
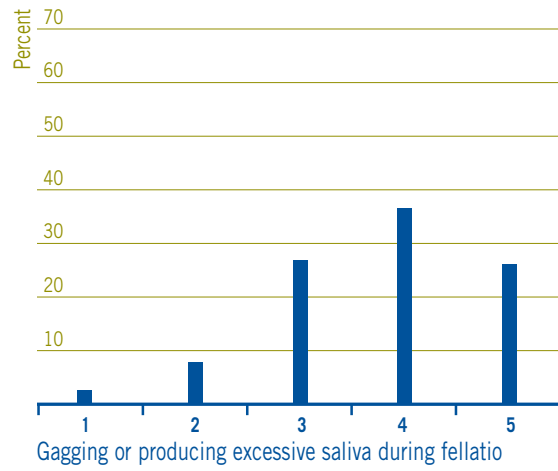
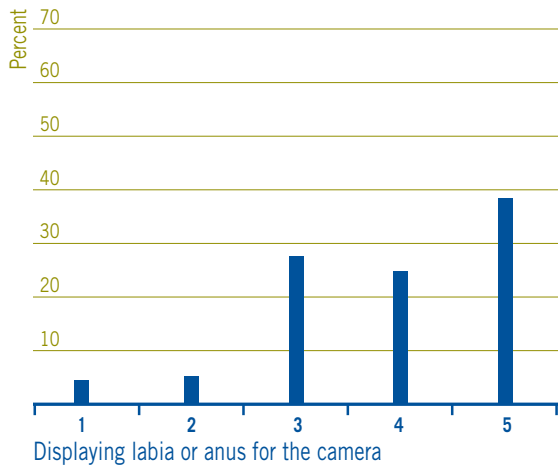


Figure 1 continued



Having completed the ratings, respondents were offered the opportunity to comment on the list or on the ratings they had given.

Several viewers drew a distinction between the sexual activities listed being intrinsically degrading, and being presented in a degrading way.

*The anal sex presented in the video was presented in a degrading way. It is not necessarily a degrading act. [Consultation 4]*

*I am not a prude although I have not seen a lot of pornography. I am a 37 year old male who has been around the block a few times. I do not object to pornography per se. But this was very very bad quality pornography with a nasty exploitative tone to it. [Consultation 4]*

*I don't personally think that the degradation is in the acts themselves so much as that a film was made of it. I believe that a lot of the acts shown come within the bounds of 'normal' behaviour – acts done, in private, between consenting adults, although many individuals would never choose such activities for themselves. [Consultation 5]*

*In the context of this video all the actions were degrading although they would not be so in a different context. [Consultation 6]*

Some implied that people know what they are getting with videos of this kind, and should be allowed to see them. Here are three comments along those lines:

*I believe that if people want to do such things just let them. It isn't against the law after all. [Consultation 5]*

*This film was what it was designed to be, an explicit sex film with the actors wooden, scripted and lacking genuine acting ability, but no-one was hurt or coerced and there were no victims in this film. All the action looked consensual to me – both men and women. [Consultation 4]*

*Not any of the scenes in the five episodes showed any man or woman demonstrating distaste about the happenings. The women appeared to enjoy double penetration, fellatio or use of dildos. None of the 'actors' exhibited any embarrassment about all body parts being displayed. The mild hand spanking in episode five could well be considered acceptable. Nothing appeared to demean, degrade or dehumanise the actors. [Consultation 6]*

## 6.2 Which Activities Were Most Degrading?

Those respondents who had indicated that some of the activities in the video were degrading were asked to rank in order the three they considered to be most degrading.

In order to achieve a single ranking, where respondents had reported an activity as the most degrading it was awarded three points. If they reported it as the second most degrading it was awarded two points, and if they ranked it in third place it was awarded one point. Adding these scores together gave each activity a single score. The higher the score, the more degrading respondents considered it.

### 17. WHICH ACTIVITIES IN THE VIDEO WERE MOST DEGRADING?

Penis from anus to mouth	141
Double penetration	138
Finger from anus to mouth	116
Ejaculation on face	99
Display of labia or anus for camera	65
Double anal penetration*	46
Anal intercourse	33
Double vaginal penetration*	23
Aggressive actions	15
Other activities	15
Gagging or producing excess saliva	14
Woman with multiple male partners	12

\*Not seen in the videos used in the consultation

Under this ranking system four sexual activities in this video stood out as being judged far more degrading than others by the respondents.

#### 1. Penis from anus to mouth

Overwhelmingly, the reason given for ranking this activity highly was the unhygienic nature of this practice. These are some comments:

*A sure way to pick up any diseases. [Consultation 1]*

*Unhygienic, rather revolting. [Consultation 1]*

*I find anal penetration rather disturbing for me and also the switch would be very unhealthy and unhygienic. [Consultation 1]*

*(Aids) faecal material in/on penis to go to a woman's mouth (eat s\_ \_ t!). Totally unhygienic. [Consultation 1]*

*This made me feel ill. If anal intercourse takes place surely germs etc would warrant having a wash instead of licking the man's genitals. [Consultation 2]*

*This activity to me is not natural and disgusts me. I keep thinking of the germs that can be passed by doing this. [Consultation 2]*

*Horribly unhygienic. Hard to see how a woman would gain pleasure from it. [Consultation 3]*



---

There were also concerns about the implications for unsafe sex, as in this comment:

*With the incidence of HIV and other STDs this activity is very unsafe. [Consultation 3]*

*Quite apart from infection and the lack of any use of condoms, this is certainly very unsafe sex. [Consultation 4]*

Other comments related to the activity being disturbing, degrading or disgusting. Here are two comments:

*Degrading, because again what pleasure is the woman receiving? On top of the health concerns I would be worried about this being seen as 'OK to do' by some of the intended audience. [Consultation 1]*

*Shows total disrespect for the well-being and health of the woman. Also contemptuous and degrading. [Consultation 4]*

## 2. Double penetration

Double penetration was the activity ranked second most degrading in the aggregate analysis. Respondents were concerned that the activity was painful for the woman in the video, that it presented the woman as a trapped object, and that the act lacked any intimacy. Other concerns were to do with 'unnatural' nature of double penetration, and the lack of concern for safe sex. These quotes highlight many of those concerns:

*Sex is about intimacy between two people; the addition of a third makes it purely physical, without emotional connection. It also looks painful and the woman is in a position of reduced power. She has two men totally using her and she is physically less able to remove herself from the situation if she wants to. [Consultation 1]*

*The woman is caught in a position she has no way out of. The act itself is bordering on rape. [Consultation 2]*

*The woman seemed to be not in control. The men were totally in control. she seemed powerless. She could have been in pain – the film didn't differentiate that. [Consultation 2]*

*This act is unnatural and gives strong overtones of male dominance over the female. [Consultation 3]*

*This activity . . . dehumanises the female by presenting her as a series of orifices through which men can derive pleasure. [Consultation 5]*

*Total domination of the female. Unnatural act and unhygienic. [Consultation 6]*

## 3. Finger from anus to mouth

The reasons people gave for ranking this activity highly were very similar to the reasons given for the activity 'penis going from anus to mouth'.

## 4. Ejaculation on face

The respondents who rated this activity amongst the most degrading did so because they considered it debasing, disrespectful and a depiction of male domination. These are some of their comments:

*A form of debasement. A use and abuse of power. [Consultation 1]*

*Says to the woman that man is in control and reinforces position of strength. [Consultation 4]*

*I felt the way this was depicted subjected the woman to being dominated and ridiculed. [Consultation 1]*

Several people made the analogy with the woman being spat or urinated on. These are four comments:

*It just seemed as if the woman was being used as if she wasn't a person. As if she was being spat on. [Consultation 1]*

*I nearly vomited when I saw this. To me that's just like having someone urinate in your mouth. [Consultation 5]*

*Unnecessary. Gross. Treating women like a toilet. [Consultation 5]*

Some respondents made the point that the act contains no pleasure for the woman:

*Why do porn films do this? I am sure no woman gets pleasure out of watching it. It's a man's power trip. No pleasure for the woman. She just has to tolerate it. [Consultation 4]*

*The act is done purely for the camera and is totally unnatural and unlikely to actually happen when a woman would do this and enjoy the experience. [Consultation 6]*

*How can this be enjoyable? It looked ridiculous and seemed to exist solely for the male viewers' domination fantasy concept. [Consultation 5]*

## 5. Display of labia or anus for the camera

The two main reasons given for ranking this item highly were that it was gratuitous – it served no purpose – and that it objectified and demeaned the woman involved. Here are some comments made by respondents who ranked this activity amongst the most degrading:

*Sex should be between two people – there should be no external viewer involved – when the genitals are ‘displayed’ like this the man is presenting the woman as an object that can be ‘used’ by the viewer as well – she is no longer human, but a thing to look at. [Consultation 1]*

*Because the pleasure derived from this activity is purely for the viewer and no benefit is derived for the protagonist who becomes objectified – a hole and not a person. [Consultation 1]*

*Not for sexual pleasure, really offensive and unnecessary – makes the woman extremely vulnerable – extremely demeaning. [Consultation 1]*

*There is no reason for the anus or labia to be displayed on the camera specially during sex. You could see that the anus expanded and I know that woman suffered. [Consultation 1]*

Two of the next three activities ranked by participants as highly degrading did not actually appear in any of the videos. They were double anal penetration and double vaginal penetration. The fact that respondents ranked them so highly not having seen them, suggests that had they been included they may well have been considered highly degrading.

There was almost no difference between the activities men ranked as the most degrading, and those ranked by women. Both genders had the top four activities above ranked as the four most degrading, with a very slight difference in the order of activities.

## 7.0 THE IMPACT OF THE VIDEO ON RESPONDENTS AND ON OTHERS

### 7.1 Benefits of the Video

Respondents were asked to indicate their agreement or disagreement with the statement, ‘This video has, or could have, some positive benefits’.

18. THIS VIDEO HAS, OR COULD HAVE, SOME POSITIVE BENEFITS

Strongly agree	3	2%
Agree	20	14%
Neither agree nor disagree	23	16%
Disagree	34	23%
Strongly disagree	62	43%
No response	3	2%
<b>Total</b>	<b>145</b>	<b>100%</b>

Two-thirds of the audience disagreed or strongly disagreed that the video they saw had, or could have, some positive benefits. Those who made comments reiterated points they had made elsewhere in their response. A further 23

(16%) had no view or were undecided.

Twenty-three people (16%) agreed that the video had, or could have, some benefits. The most common benefit identified was that the video could help couples with sexual arousal. Here are some comments expressing that view:

*Some people need help with sex, ideas, visual stimulation and what not, and that is OK. Adults should be allowed access to this sort of thing if they want it. Nothing violent or really bad in it. [Consultation 2]*

*Couples with sexual problems or men/women with a complete lack of sexual knowledge would find it useful for ideas. [Consultation 6]*

*To help open up the relationship between men and women, learn to help share each others bodies. [Consultation 6]*

### 7.2 Harms of the Video

The next statement respondents were asked about was ‘This video is, or could be, harmful’.

19. THIS VIDEO IS, OR COULD BE, HARMFUL

Strongly agree	39	27%
Agree	53	37%
Neither agree nor disagree	30	21%
Disagree	16	11%
Strongly disagree	3	2%
No response	4	3%
<b>Total</b>	<b>145</b>	<b>100%</b>

Almost two-thirds of the audience agreed or strongly agreed that this video is or could be harmful.

The harm identified most frequently was that the video creates or reinforces inaccurate stereotypes and gives men the wrong message about women:

*Some could have unrealistic expectation of sexual behaviour, or could model their behaviour on what is a fantastical premise. [Consultation 1]*

*It gives the impression that women are there to service men’s sexual needs and are to be used. It gives the impression that women should be submissive. [Consultation 4]*

*Implies that all women like rough sex and lots of it, all men are large etc. Creates a false impression of sex and how much people enjoy its variations. [Consultation 5]*

*I think any porn that young guys (12-16) see can shape their attitudes towards sexuality or create expectations of sex that are unlikely. [Consultation 6]*

A second harm identified was that the video could encourage inappropriate behaviour on the basis of unrealistic expectations that it created:

*Excessive viewing promotes seeing women as objects. It can create unrealistic physical expectations in relationships and perhaps encourage male partners to seek satisfaction outside their relationships with their partners. [Consultation 3]*

*It's just degrading. Could also create false expectations on the man's part which could lead him to put pressure on his sexual partners to engage in acts they're uncomfortable with. [Consultation 3]*

Several people objected to the presentation of women as objects to be used rather than as people:

*It may give young men the wrong idea about what women may enjoy. It presents women as objects to be used rather than as people. [Consultation 2]*

*Promotes the idea of using woman's body as an object (camera anus shots) rather than mutual pleasure. [Consultation 1]*

A view was expressed by a number of people that the video they saw promoted unsafe sex:

*No condoms used in the video, not socially responsible to promote sex without. [Consultation 2]*

*Seeing this video could lead to various diseases as there seemed to be no protection. [Consultation 1]*

Nineteen people (13%) disagreed, or strongly disagreed, that the video could be harmful. None made any comments that threw any further light on their views.

### 7.3 Harms when Viewed in Some Settings or for Some Purposes

Respondents were asked to indicate the extent to which they agreed or disagreed with the statement 'The video is, or could be, harmful when used in some settings or for some purposes'.

20. THIS VIDEO IS, OR COULD BE, HARMFUL WHEN USED IN SOME SETTINGS OR FOR SOME PURPOSES

Strongly agree	43	30%
Agree	46	32%
Neither agree nor disagree	35	24%
Disagree	9	6%
Strongly disagree	4	3%
No response	8	6%
<b>Total</b>	<b>145</b>	<b>100%</b>

More than half of the audience agreed or strongly agreed that this video could be particularly harmful in some settings or when used for some purposes. A quarter was undecided or had no opinion.

The settings identified most frequently were gatherings of young people, or people insufficiently mature to handle the content. These comments were made:

*Persons under 18 – sending an unacceptable message about sexuality and human relationships. [Consultation 1]*

*If a group of very young teenagers on their own were shown it, it could lead to experimentation. [Consultation 2]*

*Shown to young, naïve or impressionable people. [Consultation 3]*

Stag nights, occasions at which alcohol or drugs were being used, and after sports functions were other settings in which many people thought the material could be particularly harmful:

*Bachelor parties who hire strippers. Might get out of hand when mixed with alcohol. [Consultation 2]*

*At parties where drink or drugs are freely available. [Consultation 2]*

*After-sport functions and home viewing. Males alone and together. Doesn't portray normal sex. [Consultation 3]*

*Groups of males, especially if drinking – who may expect to treat a woman like that. [Consultation 5]*

### 7.4 Groups Particularly Vulnerable to Harm

When asked about the statement 'This video is, or could be, particularly harmful to some people', over three-quarters of respondents agreed or strongly agreed.

21. THIS VIDEO IS, OR COULD BE, HARMFUL TO SOME PEOPLE

Strongly agree	50	34%
Agree	59	41%
Neither agree nor disagree	25	17%
Disagree	5	3%
Strongly disagree	2	1%
No response	4	3%
<b>Total</b>	<b>145</b>	<b>100%</b>

The groups most often mentioned as being at risk were young people, vulnerable people who may not be able to distinguish fantasy from reality, and women.

Young and inexperienced people were those mentioned as the group most at risk from material of this kind:

*Young people whose ideas on sex could be damaged for life. [Consultation 1]*

*Young people exploring gender roles. [Consultation 4]*

*The young and immature who would not see the psychological dangers attached to some of the behaviours ie. relationships. [Consultation 3]*

*I think younger people and those without a lot of sexual experience could find it harmful. [Consultation 2]*

The second group identified was people who are disturbed or similarly vulnerable:

*That stupid 1% of the population that is maladjusted in some way, that their fetish is fed rather than sated by this film and then want to go and act their insane act. [Consultation 4]*

*Those of a tender age with uninformed sexual lives or those with pathological or sociological or psychological issues who couldn't differentiate between fact and fiction. [Consultation 1]*

*Unbalanced people could begin to accept behaviour as the norm or the form of an acceptable relationship. [Consultation 6]*

*Loners and people who find relationships difficult could find it disturbing. [Consultation 2]*

Several people identified women as amongst those for whom the video could be particularly harmful. These comments were made:

*Harmful to women – whose partners see this and try to act it out. [Consultation 4]*

*Women – as a result of men watching it. [Consultation 5]*

*Women who are exposed to men who have been titillated beyond control. [Consultation 5]*

## 8.0 THE VIEWS OF DIFFERENT GROUPS IN THE AUDIENCE

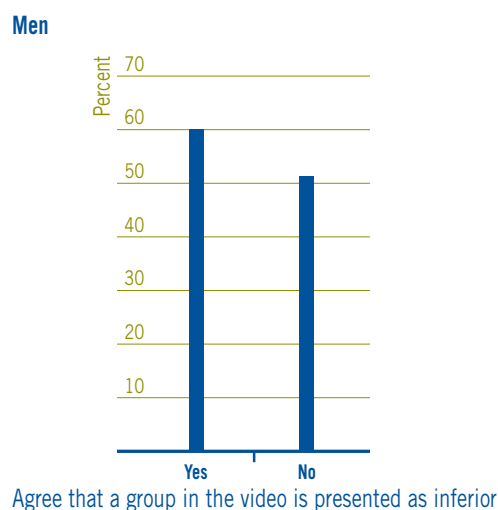
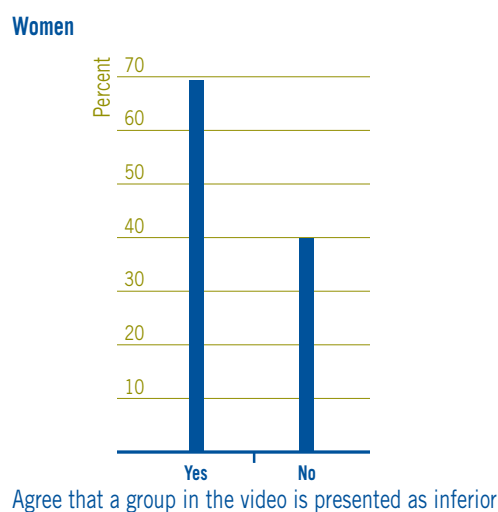
Three items in the questionnaire were chosen to examine whether there were any significant differences between the views of different groups within the audience.

### 8.1 Whether Any Group of People is Represented as Inferior

#### Gender

Figure 2 shows that a slightly higher proportion of women than men believed that a group of people in the video was represented as inferior. As discussed in section 5.7, two-thirds of those who thought a group was represented as inferior indicated that it was women who were represented in this way. The people who answered 'yes' as shown in the graphs in Figure 2 agreed that there was a group in the video represented as inferior.

Figure 2



### Ethnicity

There were no obvious differences in the views of people of different ethnicities as to whether or not any group in the video was presented as inferior.

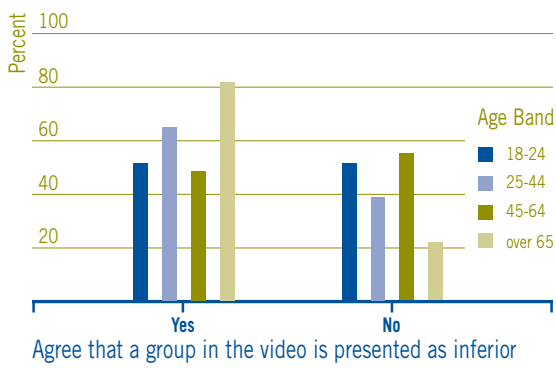
### Sexual orientation

Of the four people who indicated they were lesbian or bisexual two thought that women were presented as inferior in the video they saw, and two did not.

### Age

People over 65 were considerably more likely than others to think that a group in the video they saw was presented as inferior.

Figure 3

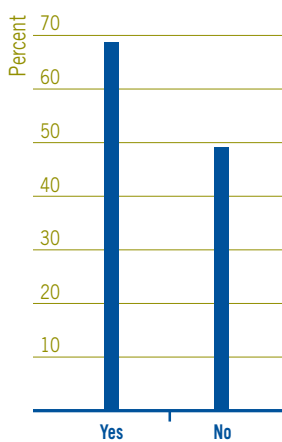


### Religious affiliation

There was no difference in the views of people with a religious affiliation and those of people without an affiliation as to whether any group in the video they saw was presented as inferior.

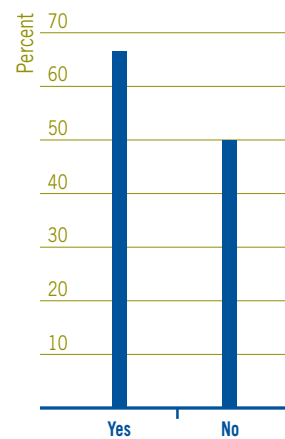
Figure 4

#### Religious affiliation



Agree that a group in the video is presented as inferior

### No religious affiliation



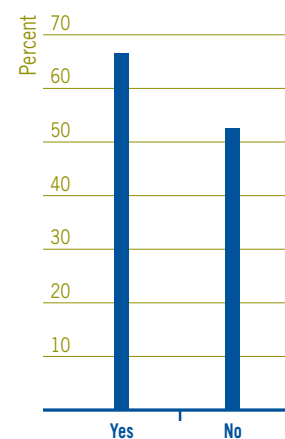
Agree that a group in the video is presented as inferior

### Care of children

There was no difference between the views of those who have the care of children and those who do not on the issue of whether any group was presented as inferior.

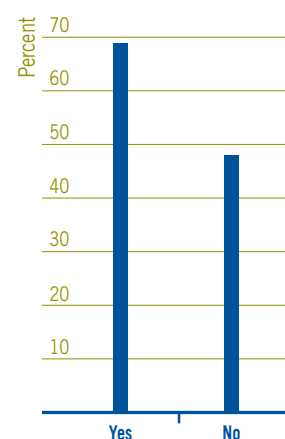
Figure 5

#### Care of children



Agree that a group in the video is presented as inferior

#### No care of children



Agree that a group in the video is presented as inferior

### 8.2 Views on Whether the Video is or Could be Harmful

The second issue explored was the extent to which groups in the audience believed that the material could be harmful.

Once again, respondents were asked to indicate the extent of their agreement of disagreement or disagreement with the statement ‘This video is, or could be, harmful’. In the figure below the numbers represent the following:

1. strongly agree
2. agree
3. neither agree nor disagree
4. disagree
5. strongly disagree

#### Gender

Figure 6

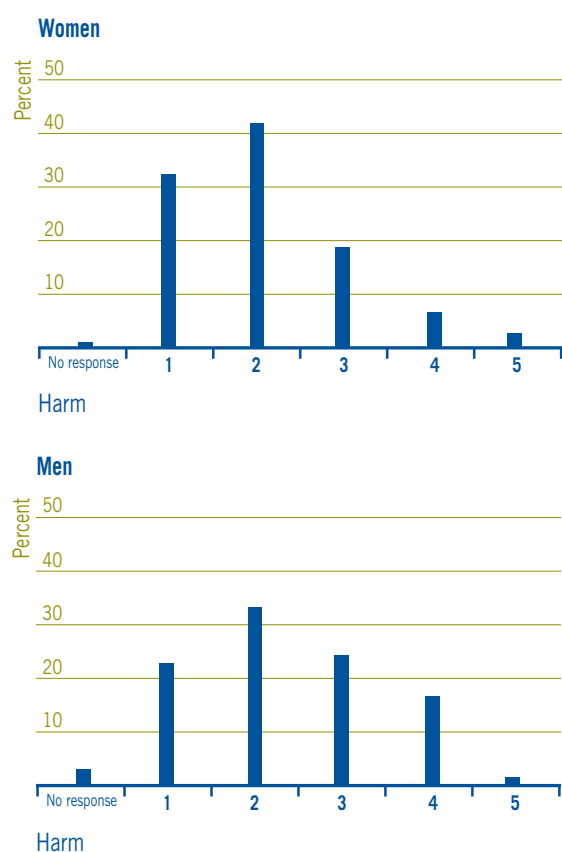
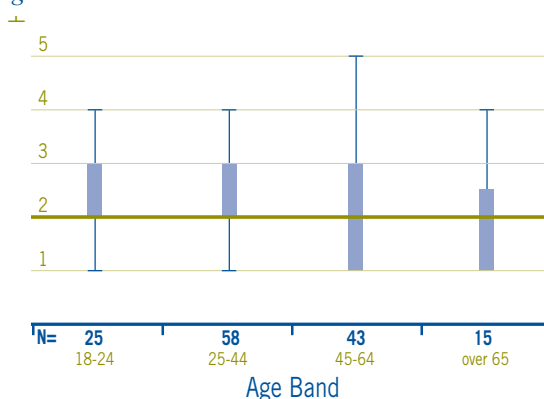


Figure 6 shows the spread of responses for men and women. The median score<sup>5</sup> of 2 is the same for both men and women, indicating that overall the strength of opinion is similar. The distribution of scores is however a little different, with more women scoring 1, indicating strong agreement with the proposition that the video is, or could be harmful.

#### Age

Figure 7



‘Box and whisker’ plots such as Figure 7 provide a good visual summary of where the bulk of the scores are concentrated, and the shape of each distribution.

The box and whisker in Figure 7 shows that there is little difference in views across age bands. Over half the scores for each age band lie within the solid ‘box’ part of the diagram, and the remaining scores with the exception of a few outliers are distributed within the thin lines or ‘whiskers’. The median score (shown in Figure 7 by the solid black line) for all age bands is the same, although there is some indication that people in older age groups are more likely to strongly agree that the video was, or could be, harmful.

#### Ethnicity

Comparison of the views of those from non-European/Pakeha ethnic groups with the large majority of respondents who are European/Pakeha is difficult because of the small number of the former and the diversity of ethnic groups they are from. Examination of responses reveals very little difference in perceptions of how harmful the video is or could be. A higher proportion, almost a third, of those from non European/Pakeha ethnic groups neither agreed nor disagreed with the proposition that the material is, or could be, harmful, whereas less than 20 percent of the rest were similarly undecided.

#### Sexual orientation

Of the four people who indicated that they were either lesbian or bisexual, three indicated that they neither agreed nor disagreed with the proposition that the material is, or could be, harmful, and one person gave no response.

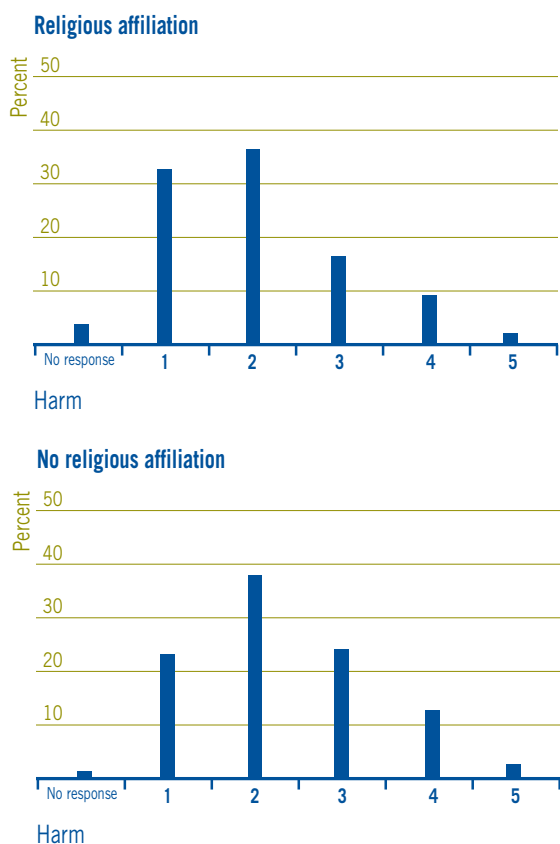
#### Religious affiliation

A similar picture emerges in Figure 8 when the scores of those who have a religious affiliation are compared with those of people who do not. The distribution is similar and the median score (2) is the same for both groups. People who do have a religious affiliation are a little more likely to strongly agree that the material is harmful.

5. The point which has the same number of values above it as below it



Figure 8

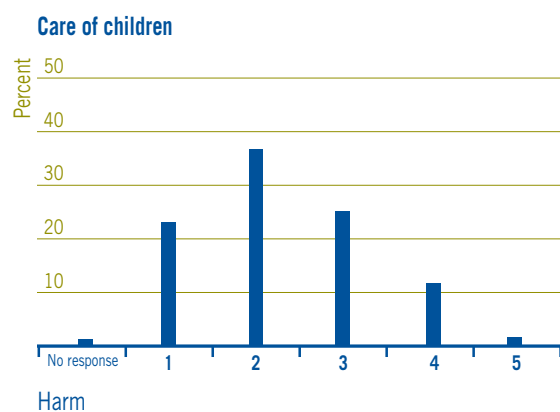


**Care of children**

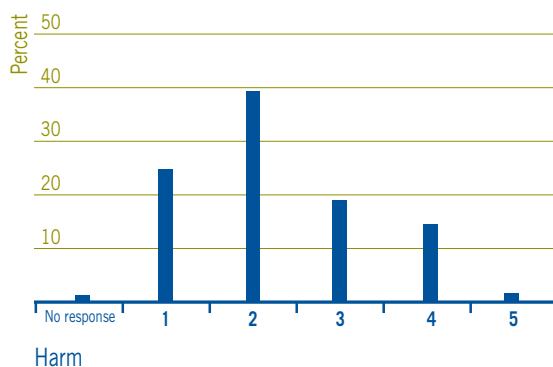
Figure 9 compares the views of those who have the care of children and those who do not. The latter group will be comprised both of people who have never had the care of children and those whose children are adult and no longer in their care.

The comparison shows that once again the range of responses within the two groups is extremely consistent.

Figure 9



**No care of children**

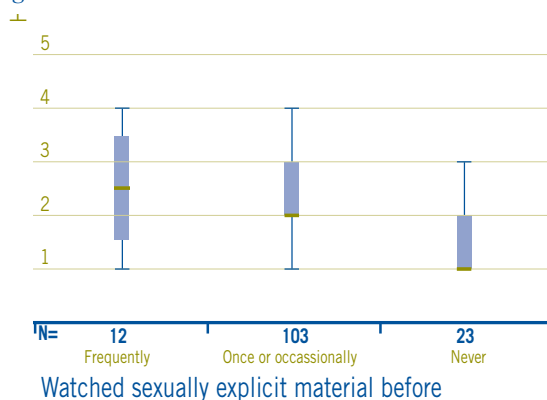


**Having watched sexually explicit material before**

This analysis shows that people who had never watched sexually explicit material of this kind before were more likely to strongly agree that the material was, or could be, harmful. Only three of the 24 people who had never watched sexually explicit videos of this kind before were men.

There was less difference between the views of those who watched once or occasionally and those who watched frequently, although more of the latter disagreed that the material was, or could be, harmful.

Figure 10



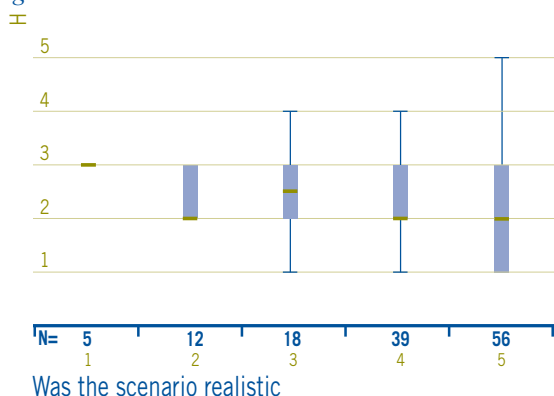
**8.3 Perceptions of Harm and Perceptions of Realism**

It was of interest to the Classification Office to know whether people's perception of how harmful the material is, or could be, was related to their perception of how realistic the scenarios presented in the video were.

Figure 11 shows that those who strongly agreed that the scenarios were realistic neither agreed nor disagreed that the video is, or could be, harmful. At the other end of the distribution those who strongly disagreed that the scenarios were realistic were both more likely to strongly agree that the video could be harmful, and more likely to strongly disagree that it could be harmful. There is little variation between the median scores for all groups, and caution must be exercised in interpreting the relationship between perceptions of harm and perceptions of realism.

This caution is supported by the fact that the concerns of the people who thought the scenarios were realistic were very similar to the concerns of those who thought the behaviour unrealistic.

Figure 11



### 9.0 HOW THIS VIDEO COMPARES WITH OTHERS PREVIOUSLY WATCHED

Respondents were asked whether they had watched sexually explicit video material before.

#### 22. HAVE YOU WATCHED SEXUALLY EXPLICIT MATERIAL BEFORE

Frequently	12	8%
Once or occasionally	104	72%
Never	24	17%
No response	5	3%
<b>Total</b>	<b>145</b>	<b>100%</b>

Eighty percent of those who attended the consultation had watched sexually explicit material at least once or occasionally before. Only three of the 24 people who had never watched sexually explicit videos before were men.

Those who had watched sexually explicit videos before were asked to compare this video with the most explicit of those they had previously seen.

#### 23. IN COMPARISON TO VIDEOS WATCHED BEFORE, THIS VIDEO IS

Much more hard core	33	28%
More hard core	29	25%
Similar level of sexually explicit material	41	35%
Less hard core	7	6%
Much less hard core	2	2%
No response	4	3%
<b>Total who have watched before</b>	<b>116</b>	<b>100%</b>

Over half of those who had watched sexually explicit material before indicated that this video was more hard core, or much more hard core than those previously seen. Less than 10 percent of those who had watched this type of material before rated the material viewed in the consultation as less hard core or much less hard core than that previously seen.

### 10.0 THE DISCUSSIONS

After the video had been screened and the questionnaire completed, participants engaged in a discussion about the video itself and its possible harmful effects.

The main purpose of the discussion was to give participants the opportunity to talk about the video and the consultation process. The discussion was unstructured, and each discussion covered different issues. In some sessions participants asked a lot of questions of the classification officer facilitating the discussion, in others there was a more wide ranging exchange of views between participants.

Many of the discussions covered some similar ground however, and it is those common themes and directions that are summarised here.

#### 10.1 The Availability of This and Other Material and the Enforcements of Restrictions

There were several questions raised in the discussions about the process of classification, the availability of sexually explicit video material of this kind, and about whether video shops' adherence to the laws covering the hire of restricted material is monitored.

There was concern about children's access to such videos once they have been hired:

*Once people have taken that out, what's to stop them taking it home and anyone can watch it – children, teenagers . . . [Consultation 2]*

The difficulty of knowing who is 18 was also of concern:

*The sad part about it is that if it becomes an R18 it's so difficult these days to judge an R18. [Consultation 2]*

In most of the groups there was a discussion about the fact that material as explicit or more explicit than that seen in the videos was readily available over the Internet, and a sense from some people of the futility of trying to restrict access to videos when there are no restrictions on what is available over the Internet. Here is one comment:

*The Internet is a big worry – the length of exposure [to pornographic material] can be really long, people spend full days at their screen.*

---

## 10.2 The Role of Censorship and of the Classification Office

In some of the discussions there was an exchange of views over whether it is the job of a classification system to restrict material because it lacks merit. Some wanted more restrictions on the grounds of lack of any merit:

*It seems a backwards way of doing it to me – to say it has to cause injury before it can be restricted. [Consultation 6]*

*It made me think that there is a lack in the classification system. It didn't seem to be objectionable, but it had no merit at all. A video like that is just complete crap. [Consultation 6]*

*I just don't think it advantages women to have this material out there. Things like videos move our culture forward – is this the direction we want to go in? It's not the direction I want society to go in. . . . I know there is the issue of people's rights – what about my rights? I don't want this sort of material available. I think it does injure the public good. [Consultation 5]*

But others disagreed with this position:

*The danger of banning things on the grounds that we can't see any merit in it – is that if it falls outside our experience we think it should be banned. [Consultation 6]*

*Censorship is dangerous – 'I don't like it so no-one should be allowed it'. I don't agree with that. [Consultation 4]*

*You can't tell everybody what they can and can't watch. Where do you draw the line? It's not for me, but if it does it for you, well – so be it. [Consultation 3]*

## 10.3 Sexually Explicit Videos Can Be Enjoyable

There was a measure of agreement expressed in most of the groups that sexually explicit material could be enjoyable, but that the videos the groups had viewed had little merit. These were some comments from participants:

*Something tasteful with a bit of story and other interest could be enjoyable, but not that. [Consultation 6]*

*A sex video should have more loving in it. [Consultation 1]*

*It's the control and power thing that's demeaning and degrading, it's not the sexual thing. [Consultation 4]*

*Porn isn't always objectionable, but that was objectionable. [Consultation 4]*

## 10.4 The Influence of Sexually Explicit Material On Behaviour

Several of the audiences got into a debate about whether watching sexually explicit videos of this kind influences people's behaviour or not. In one group there was a challenge to the members of the group about whether they would behave differently on the basis of what they had seen that evening. When no one indicated that his or her behaviour would be any different, the challenger drew the conclusion that therefore the video did not influence behaviour. Similar issues were canvassed in a less challenging way in other groups. Here are some of the alternative viewpoints expressed:

*A group of young men watching that first scene with three men on one woman could easily go out and think it was on . . . it could go on from rape to trying to shut her up. It could go on to murder. [Consultation 2]*

*If a group of guys watched that it could just save a rape out on the streets. [Consultation 2]*

*I think the people who do that sort of thing do it anyway. This isn't going to particularly encourage it or discourage it. [Consultation 2]*

*It could be useful for people who don't have a lot of sex in their lives – better than going down the street to try to grab some. [Consultation 3]*

## 10.5 The Most Vulnerable Groups

Some groups moved into a discussion of whether viewers would distinguish what they had seen as fantasy, or whether some would think it was reality. There were differing views as these comments show:

*Most people would be intelligent enough to distinguish fantasy from reality and to know that this is fantasy. [Consultation 6]*

*I disagree, if everyone in society was able to distinguish between fantasy and reality then we wouldn't need censorship. [Consultation 6]*

*Some people would view this as fantasy and say they are going to indulge that fantasy for a minute. Other people who are sick can get this confused with reality. [Consultation 1]*

*This cannot be dangerous because it's so ridiculous. [Consultation 3]*

### 10.6 Other Issues Raised in Discussions

A range of other issues was raised during the discussions. These included:

- the unacceptability of the boss/workers scenarios in one of the videos
- some people felt ill-prepared for the degree of sexual explicitness in the video they watched
- questioning who is the market for videos of this kind and how the market is created
- who produces videos of this kind and where they are made
- the cultural inappropriateness of videos of this kind
- how classification officers approach their job and how they avoid becoming desensitised to what they are required to watch
- a concern for the lack of safe sex practices in the videos
- a comparison of the effects on young people of watching explicit sex with the effects of watching explicit violence
- whether the consultation feedback will affect the classification of the video watched.

## 11.0 CONCLUSION

This consultation was designed to gather the views of a group of people who were as representative as possible of the New Zealand population. Given the very explicit material participants would be asked to watch and give their views on, a fully random sample was considered to be neither ethical nor practical. The 145 people who participated were of a range of ages, ethnic backgrounds and household income bands. While the research does not claim this to be a random sample, real effort has been made to capture the views of sub-groups of the population.

Only a small minority of participants in the consultation were completely opposed to all pornographic material. The large majority indicated through their written responses and in discussion that they believed sexually explicit material was not inherently objectionable or degrading, although many of them found the material they had watched to be so. There was fairly widespread acceptance that sexually explicit videos could be entertaining and enjoyable if they included more affection, intimacy and a sense of a real relationship between sexual partners.

By the same token however, very few participants considered the video they had watched to be enjoyable, arousing or indeed to have any merit at all. Almost all participants made some reference to the boring and repetitive nature of the video they had watched, and for many people the extent of the sexually explicit material, as much as the content of it, contributed significantly to the impact the video had on them.

There was a high degree of consistency about what people objected to in the video they watched. The power imbalance between the male and the female characters was of concern to many. In choosing words to describe the male characters, many participants selected words like *dominating*, *masterful*, *in charge* and *commanding*. The words they chose to describe female characters were also often consistent and included words like *submissive*, *controlled*, *dominated* and *subordinate*. Many participants made it clear that this power imbalance contributed to their view that the material was distasteful.

The absence of any relationship within which the sexual activity was conducted was another matter for widespread concern. The words people used to describe the relationships in the video included *none*, *nil* and *non-existent*. Not only was the sexual activity conducted without any relationship, affection, warmth or humour, but also it was presented in such a way that women, in particular, were perceived as objects for sexual gratification, and not as people. Linked to this, and of concern to quite a few viewers, was the lack of any attention paid to women's sexual needs.

There was a similar degree of consistency in the specific sexual activities that viewers found degrading. The presentation of alternate oral and anal sex was the thing most people found most degrading. Their chief concern was that it was a very unhygienic practice, but also that it showed no respect for a woman to subject her to something both potentially harmful and, to many, utterly distasteful. Double penetration was of concern to a high proportion of viewers, and the reasons they gave were that once again this activity seemed to offer no pleasure to women, and that it presented a woman as being physically trapped and without any power. Men ejaculating on women's faces was also ranked as highly degrading, and this was particularly so for those viewers who watched the videos where this activity was very prominent. Many viewers found the presentation of this activity to be gratuitous, lacking any pleasure for women and once again reinforcing the power imbalance between male and female characters.

One of the issues explored in the research was whether people considered that the scenarios and behaviour presented in the video were realistic – that is, whether such things happen in real life. Despite some difficulties with the question, the responses were interesting. The large majority of participants considered that the scenarios and/or behaviour they saw in the video were not realistic. A much smaller group of people thought that what they had viewed did in fact reflect what happens in real life. However, whether they viewed the scenarios and behaviour as realistic or not, seemed to bear little relation to any effect they thought the material might have on a viewer.

The large majority of people who participated in the consultation indicated that the video they had viewed was or could be harmful. Their main reasons were that they

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thought it gave, or had the potential to give, men the wrong impressions about sexual relationships with women. Further, many of them thought that there was a danger that some men, particularly younger or vulnerable men, might behave in a sexually inappropriate way as a result of having watched this or similar material. The discussions however revealed less certainty about the mechanisms through which videos of this kind could cause harm, and some participants raised the question about whether the reverse might in fact be true and that watching videos of this kind might serve to protect some people from harm by providing a harmless opportunity for sexual release.

The research probed for differences across sub groups of the audience on a number of dimensions. There was remarkably little difference of significance between the views of men and women, of people with and without a religious affiliation, or between people who had children in their care and those who did not. There was some evidence that older people were more likely to consider the material they had watched to be harmful, and people who had never watched sexually explicit material before were also more likely to think it harmful than those who had watched similar videos previously, particularly frequent watchers.

The research suggests that many people agreed on what was degrading in the video they saw, and that many of them also thought the material was or could potentially be harmful. There was a range of views on what the appropriate response should be from the Classification Office. While the consultation process did not ask people directly what classification they would recommend, between a third and half of participants did offer their view on what the classification should be for the video they saw. Those who gave their opinion were divided fairly equally between those who thought the material should be classified as objectionable, and those who believed an R18 classification would be appropriate. A much smaller group recommended an R20 classification, and a few people thought R16 would be best.

## Appendix 1 – List of consultations

<b>Consultation 1</b>	20 Nov 2000	‘The Matador 2’	Women
<b>Consultation 2</b>	4 Dec 2000	‘Rocco’s True Anal Stories X’	Women
<b>Consultation 3</b>	19 Feb 2001	‘Rocco’s True Anal Stories X’	Men
<b>Consultation 4</b>	12 March 2001	‘The Matador 2’	Men
<b>Consultation 5</b>	26 March 2001	‘Shayla’s Web’	Women
<b>Consultation 6</b>	23 April 2001	‘Shayla’s Web’	Men



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## Appendix 2 - Questionnaire



Please indicate how strongly you agree or disagree with the following statements:

4. *The story or scenarios presented in this video is (or are) realistic*

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Please comment on what effect this has or could have on a viewer.

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5. *The adult sexual behaviour presented in this video is realistic*

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Please comment on what effect this has or could have on a viewer.

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6. *The women's behaviour presented in this video is realistic*

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Please comment on what effect this has or could have on a viewer.

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7. *The men's behaviour presented in this video is realistic*

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Please comment on what effect this has or could have on a viewer.

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8. *The way the camera was used (angles, close-up, soft-focus, hand-held etc) affects the impact of the sexually explicit material*

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Please comment on what effect this has or could have on a viewer.

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9. *The way language is used in this video affects the impact of the sexually explicit material*

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Please comment on what effect this has or could have on a viewer.

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10. Does this video represent any group of people as being inferior to others?

Yes  No

If you have ticked 'Yes, please tell us which group you think is represented as inferior.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11. Please choose three words or phrases to describe how the men behave in this video

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_

12. Please choose three words or phrases to describe how the women behave in this video

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_

13. Please choose three words or phrases to describe the relationships between men and women in this video.

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_

In the next questions we would like you to give feedback on how degrading, or not degrading, specific sexual activities are in the video you have just seen

14. If any of the activities below were in the video you have just watched, please check one of the columns alongside with your view of whether or not the activity presented was degrading.

Activity	Absolutely not degrading	Not Degrading	Neither degrading or not degrading	Degrading	Totally degrading
<b>Double penetration.</b> One woman having intercourse with two men, with one penis in her vagina and one in her anus					
<b>Cunnilingus.</b> Man or woman licking woman's genitals					
<b>Vaginal intercourse.</b> Vaginal sex, penis in vagina					
<b>Anal intercourse.</b> Man's penis in woman's anus					
<b>Masturbation.</b> Self-stimulation of the genitals					
<b>Fellatio.</b> Oral sex, penis in a woman's or a man's mouth					
<b>Ejaculation on face.</b> Man 'cumming' on a woman's face					
<b>Finger going from a person's anus to a person's mouth</b>					
<b>Penis going from a person's anus to a person's mouth</b>					
<b>Double vaginal penetration.</b> Two penises in a woman's vagina					
<b>Double anal penetration.</b> Two penises in a person's anus					
One woman with multiple male partners					
One man with multiple female partners					
Displaying labia or anus for the camera rather than for sexual pleasure					
Woman gagging or producing excessive saliva during fellatio					
Use of sex toys or other objects in sexual activity					
<b>Aggressive actions.</b> Please describe					
<b>Any other activity.</b> Please describe					

Please comment if you wish:

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If you thought **any** of the activities listed above were degrading, please go to Question 15  
 If you thought **none** of the activities above were degrading, please go to Question 16

**15.** In the boxes on the next page, please rank the **three activities** from the list below that you found most degrading in the video you have just seen. No. 1 indicates the activity that you found most degrading.

- A) **double penetration** – one woman having intercourse with two men, with one penis in her vagina and one in her anus
- B) **cunnilingus** – oral sex, man or woman licking woman's genitals
- C) **vaginal intercourse**. Vaginal sex, penis in vagina
- D) **anal intercourse** – man's penis in woman's anus
- E) **masturbation** – self-stimulation of the genitals
- F) **fellatio** – oral sex, penis in a woman's mouth
- G) **ejaculation on face** – man 'cumming' on a woman's face
- H) **finger going from anus to mouth**
- I) **penis going from anus to mouth**
- J) **double vaginal penetration** – two penises in a woman's vagina
- K) **double anal penetration** – two penises in someone's anus
- L) one woman with **multiple male partners**
- M) one man with **multiple female partners**
- N) displaying labia or anus **for the camera** rather than for sexual pleasure
- O) woman **gagging** or producing **excessive saliva** during fellatio
- P) use of sex toys or other objects
- Q) **aggressive actions**
- R) **other activity**.

	Activity
<b>1.</b>	
Please say why this activity is degrading	
<hr/>	
<hr/>	
<hr/>	

	Activity
<b>2.</b>	
Please say why this activity is degrading.	
<hr/>	
<hr/>	
<hr/>	

Ranking	Activity
<b>3.</b>	
Please say why this activity is degrading.	
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**These questions are about the impact this video had on you and the impact you think it might have on others**

Please indicate how strongly you agree or disagree with the following statements.

**16.** *This video has, or could have, some positive benefits*

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

If you agree, or strongly agree, please say what you think those benefits are.

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**17.** *This video is, or could be, harmful*

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

If you agree or strongly agree, please say what you think those harms are.

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**18.** *This video is, or could be, particularly harmful when used in some settings or for some purposes*

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

If you agree or strongly agree, please say what you think those settings or those purposes are.

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**19.** *This video is, or could be, particularly harmful to some people*

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

If you agree or strongly agree, please say who you think is most at risk.

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**20.** *Is there anything else you would like to say about the video you have viewed tonight? If you would like to give us your view about how such material should be classified, please do so.*

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Finally, we'd like some information about you

21. Have you watched sexually explicit video material before?

Frequently	Once or occasionally	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered 'once or occasionally' or 'frequently' please go to Question 22. If you answered 'never', please go to Question 23

22. The video you have just seen is a 'hard core' sexually explicit video. Please think of the most sexually explicit material you have seen before, and say how this video compares.

	Please select one
This video is much more 'hard core' than videos I have watched before	<input type="checkbox"/>
This video is more 'hard core' than videos I have watched before	<input type="checkbox"/>
This video has a similar level of sexually explicit material to videos I have watched before	<input type="checkbox"/>
This video is less 'hard core' than videos I have watched before	<input type="checkbox"/>
This video is much less 'hard core' than videos I have watched before	<input type="checkbox"/>

Please comment if you wish.

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23. What is your age?

18 or 19	<input type="checkbox"/>
20-24	<input type="checkbox"/>
25-29	<input type="checkbox"/>
30-34	<input type="checkbox"/>
35-39	<input type="checkbox"/>
40-44	<input type="checkbox"/>
45-49	<input type="checkbox"/>
50-54	<input type="checkbox"/>
55-59	<input type="checkbox"/>
60-64	<input type="checkbox"/>
over 65	<input type="checkbox"/>

26. Which is your ethnic group?

Pakeha New Zealander	<input type="checkbox"/>
Maori	<input type="checkbox"/>
Pacific	<input type="checkbox"/>
Asian	<input type="checkbox"/>
Other	<input type="checkbox"/>

27. What is your sexual orientation?

Heterosexual	<input type="checkbox"/>
Bisexual	<input type="checkbox"/>
Gay or lesbian	<input type="checkbox"/>

24. Are you male or female?

Female	<input type="checkbox"/>
Male	<input type="checkbox"/>

28. Do you have a religious affiliation?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

25. Do you have children in your care?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If you do, what is the age range of those children eg: 6-13 yrs

Thank you again for your participation

