Recruitment specifications

<table>
<thead>
<tr>
<th>Subject of research</th>
<th>Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research format</td>
<td>Panel of 20 people in Canberra, Alice Springs and Melbourne with each participant to attend three sessions over a Friday night, Saturday and Sunday.</td>
</tr>
<tr>
<td>Dates and times of groups</td>
<td>Canberra: Friday 2/4 5:30-10:30pm, Saturday 3/4 10am-2pm, Sunday 4/4 10am-2:30pm; Alice Springs: Friday 14/5 5:30-10:30pm, Saturday 15/5 10am-2pm, Sunday 16/5 10am-2pm; Melbourne: Friday 4/6 5:30-10:30pm, Saturday 5/6 10am-2pm, Sunday 9/6 10am-2:30pm</td>
</tr>
<tr>
<td>Incentive</td>
<td>Panel members will be paid $250 if they attend all three sessions to offset any expenses they incur in attending. Refreshments will be provided.</td>
</tr>
</tbody>
</table>
| Criteria | Participants must attend all three sessions to be eligible for the incentive. Respondents with a range of attributes are to be recruited, as specified below. A recruitment screener will be provided to assist recruiters in selecting appropriate participants. Group A – 9 people

- Mixed gender (preferably even split)
- A range of ages, from 16 to 60
- Low level of proficiency playing computer games or non-players

Group B – 10 people

- Mixed gender (preferably even split)
- A range of ages, from 16 to 60
- At least 2 people 16 or 17 years old
- High level of proficiency playing computer games

At least 5 people must rate themselves as ‘Advanced Players’ at Q8 of the recruitment screener, ie. regularly play computer games and have easy access to a computer games console (such as a Playstation, X-Box, Supernintendo, Gameboy etc’.)
Game-playing proficiency

A high level of proficiency playing computer games applies to those who assess their gaming ability as ‘advanced’ or ‘intermediate’ at question 8 of the recruitment questionnaire. A low level of proficiency playing computer games applies to those people who assess their gaming ability as ‘beginner or non-player’ at question 8.

The following specifications are to apply to the panel of 20 participants.

Family type

A range of family types is to be represented on the panel, as specified below.

- Single, never married, not in a de facto relationship and with no children
- Married or in a de facto relationship with no children
- Parent with at least one child 5 years or under
- Parent with at least one child between 6 and 11 years
- Parent with at least one child between 12 and 17 years
- Parent with at least one child 18 or over

Occupation

To ensure people with a range of socio-economic backgrounds are represented on the panel, the occupations of potential participants are to be recorded and classified as upper white collar, lower white collar and blue collar. For dependants and students, the occupation of the main income earner in the household is to be recorded.

People living in households in which someone works in market research, advertising, film and television, or computer game production and distribution are not eligible to participate in the research.

Moviegoing habits

All panel members must have seen a movie at the cinema or watch/hired a video/DVD at least once in the last six months.

ATSI/NESB

All panel members must possess the ability to participate in a focus group discussion in English without difficulty. However, people with a range of cultural backgrounds, including people of Aboriginal and Torres Strait Islander descent, must be recruited to the panel. At least 5 Aboriginal and Torres Strait Islander people should be represented on the Alice Springs panel.
Good morning/afternoon/evening, my name is ________________, from ______________. We’re looking for people to participate in some research about entertainment. The research would involve attending three sessions of around four hours each in xxxx on Friday xx, Saturday xx and Sunday xx. You will be offered $250 to reimburse you for your costs in attending, if you come to all three sessions. Refreshments will also be provided. Are you interested in attending?

(If respondent is interested) The research will be held between 5:30 and 10:30 on Friday xx, between 10am and 2pm on Saturday xx, and between 10am and 2:30 on Sunday xx. Would you be able to attend at these times?

(If respondent asks what the research is about, tell them entertainment activities like films and computer games)

(If respondent asks who the client is, tell them Urbis Keys Young)

If no, thank and terminate.

If yes:
I just need to ask you a few questions to see if you are eligible to attend.

1. Gender
   1 Male
   2 Female

2. How old are you? ................................................................................................................................................
   If younger than 16 years, thank and terminate.

3. If you are currently employed, please describe your usual occupation in detail. If you are retired, please describe what you did prior to retirement. If you are a dependant, please describe the occupation of the main income earner in the household.
   .............................................................................................................................. .....................................
   .............................................................................................................................. .....................................

4. Are you: (Circle one response)
   1 Single (never married)?
   2 Married / In a de facto relationship?
   4 Divorced/Separated/Widowed?

5. Do you have any children? (Circle one response)
   1 Yes
   2 No ........................................................................................................................... ........... Go to q7

6. How old are your children? (Circle all that apply)
   1 Under 6 years
   2 6 to 11 years
   3 12 to 17 years
   3 18 or over
7. Have you seen a movie at the cinema or watched a video or DVD in the last six months? *(Read out, rotate responses)*
   1 Yes.......................................................................................................................... Continue
   2 No .......................................................................................................................... Thank and terminate

8. How would you describe your level of skill playing computer games? *(Circle one response)*
   1 Advanced (regularly play computer games and have easy access to a computer games console, such as a Playstation or X-Box)
   2 Intermediate (played a number of computer games recently)
   4 Beginner or non-player (played very few or no games in the past)

9. *(If not played a computer game in the last six months)* Are you opposed to the idea of playing computer games? *(Circle one response)*
   1 Yes.......................................................................................................................... Continue
   2 No .......................................................................................................................... Thank and terminate

10. Is there a language other than English spoken in your household? *(Circle one response)*
    1 Yes (specify)..............................................................................................................
    2 No

11. Are you of Aboriginal or Torres Strait Islander descent?
    1 Yes..........................................................................................................................
    2 No

12. What suburb or town do you live in?
    ...................................................................................... Postcode:............................... 

13. Have you participated in a focus group in the last six months?
    1 Yes ..................................................................................................................... Thank and terminate
    2 No ..................................................................................................................... Continue

14. Do you or anyone in your household work in market research, advertising, film production or distribution or the computer game industry?
    1 Yes..................................................................................................................... Thank and terminate
    2 No ..................................................................................................................... Continue
Community Assessment Panel – Questionnaire (A)

Before we start the discussion group we would like to know a bit about the participants in the group. Could you please fill in this questionnaire – if there is anything you don’t want to answer you don’t have to, all information is confidential and is only used for the purpose of this research.

1. Name: ________________________________________________________

2. Suburb and Postcode: ________________________________________________________

3. Gender Male ☐ Female ☐

4. Age __________

5. Currently, what is your main activity? (Circle one number only)
   A full time/part time student............................... 1
   Unemployed ....................................................... 2
   Employed full time.............................................. 3
   Employed part time ............................................ 4
   Household duties.............................................. 5
   Retired ............................................................... 6
   Other (please provide details) ......................... 7

6(a) If you are currently employed (or retired) describe your usual occupation. Please describe in some detail.

____________________________________________________________________________
____________________________________________________________________________

6(b) If you are married or living in a married situation, what is your partner’s usual occupation, if any? Again, please describe in some detail.

____________________________________________________________________________
____________________________________________________________________________

OR

6(c) If you are a young person still living at home, what is the occupation of the ‘head’ of household?.

____________________________________________________________________________
____________________________________________________________________________
7. What is the highest educational level you have completed? (Circle one number only)

Primary School.........................................................1

Secondary School
  Government ...................................................2
  Catholic...........................................................3
  Other non-Government ..................................4

Tertiary institution
  Technical or further educational institution
    (including TAFE Colleges)...............................5
  University or other higher education institution .....................6
  Other educational institution ..........................7

None .......................................................................8

8. What is your current marital status?

Never married..........................................................1
Widowed/Divorced/Separated...................................2
Married/Defacto.......................................................3

9. Do you have any children?

Yes...........................................................................1
No ............................................................................2 (Go to Q11)

10(a). If you have children could you say how many children and what ages and gender they are?

10(b). Could you put a tick in the last column to show which children, if any, currently live in your household full time or (regularly) part time?

<table>
<thead>
<tr>
<th>No of Children</th>
<th>Gender (M or F)</th>
<th>Age</th>
<th>Live in same household (tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

11(a). Do you speak a language other than English at home? If, yes, which language/s?

No............................................................................1
Yes (please specify) ...................................................2
11(b). Are you of Aboriginal or Torres Strait Islander descent?

Yes ........................................................................... 1
No ............................................................................ 2

12. What, if any, is your religious denomination?

____________________________________________________________________________

13. Would you say you attend a place of worship...

Never .................................................................... 1
Occasionally ......................................................... 2
Fairly regularly ..................................................... 3
Very regularly ...................................................... 4

14. What would you describe as your favourite recreational activity or activities?

____________________________________________________________________________
____________________________________________________________________________

15. Approximately how many times have you done the following in the last six months?

Seen a movie at the cinema ...................________
Watched a video or DVD ........................________
Played a computer game........................________

16. How would you describe your level of skill at playing computer games?

Advanced ............................................................ 1
Intermediate ....................................................... 2
Beginner ............................................................. 3

17. Can you tell me the title of the film/video/DVD you last saw?

____________________________________________________________________________

18(a). Have you ever seen anything on video/DVD or at the cinema that you disapproved of?

Yes ...................................................................... 1
No ....................................................................... 2

18(b). If yes, what was that film and what did you disapprove of?

____________________________________________________________________________
____________________________________________________________________________

19. Can you tell me what computer game, if any, you last played?

____________________________________________________________________________
20(a). Have you ever played or seen a computer game that you disapproved of?

Yes .............................................................. 1
No .............................................................. 2

20(b). If yes, what was that game and what did you disapprove of?
____________________________________________________________________________
____________________________________________________________________________

21. Please write down all the classification categories you can remember that are used for films/videos/DVDs and computer games.
____________________________________________________________________________
____________________________________________________________________________

22. Do you think that film/video/DVD and computer game classification is necessary for:

Children only....................................................... 1
Adolescents and children only ......................... 2
Everyone ............................................................. 3
Nobody .............................................................. 4

23. And why do you feel that way?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

24. If you are concerned about the content of films/videos/DVDs and computer games for yourself or for anyone else, please indicate below how concerned you are about each of the following issues or elements.

<table>
<thead>
<tr>
<th></th>
<th>Very concerned</th>
<th>Concerned</th>
<th>Not very concerned</th>
<th>Not at all concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult themes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Sex</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Violence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Language</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Drug use</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Nudity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Questionnaire (B) – After Viewing Film

1. What did you think of the film?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

2. In your opinion, for what ages is this film suitable viewing?
_____________________________________________________________________________________

3. What classification would you personally place this film into?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>M</td>
<td>R</td>
</tr>
<tr>
<td>PG</td>
<td>MA</td>
<td>It should be banned/refused classification</td>
</tr>
</tbody>
</table>

4a. And what is the main element (eg themes, violence, sex, language, drug use, nudity) in the film that contributed to your decision?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

4b. Are there other elements which also contributed to your decision? If so, what are they?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

5. [TO BE FILLED IN LATER]
6. Now that you and the group have discussed the film in some detail can you say what classification you would now place the film into? This might be the same classification you originally gave or it might be another – either way just express your personal view.

G [ ] M [ ] R [ ]
PG [ ] MA [ ]

It should be banned/refused classification [ ]
Name: ______________________________________________________

Title of computer game: ______________________________________

**Questionnaire (C) – After Playing Game**

1. What did you think of the game?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

2. In your opinion, for what ages would this game be suitable?

_____________________________________________________________________________________

3. What classification would you personally place this game into?

- [ ] G
- [ ] M15+
- [ ] G 8+
- [ ] MA15+
- [ ] It should be banned/refused classification

4a And what is the main element (eg themes, violence, sex, language, drug use, nudity) in the game that contributed to your decision?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

4b Are there other elements which also contributed to your decision? If so, what are they?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

5 [TO BE FILLED IN LATER]
6. Now that you and the group have discussed the game in some detail can you say what classification you would now place the game into? This might be the same classification you originally gave or it might be another – either way just express your personal view.

<table>
<thead>
<tr>
<th></th>
<th>G</th>
<th>M15+</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>G8+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- It should be banned/refused classification
Consumer advice

Please tick the box next to the consumer advice phrases you think are appropriate for the film you have just seen.

Themes

- Child Abuse Theme
- Domestic Violence Theme
- Fantasy Theme
- Supernatural Theme
- Horror Theme
- Suicide Theme
- Mature Theme
- Adult Theme

Sex

- Strong Sex Scene(s)
- Moderate Sex Scene(s)
- Mild Sex Scene(s)
- Simulated Sex
- High Level Sex Scene(s)
- Sexual innuendo
- Sexual references

Violence

- Graphic Violence
- Strong Violence
- Frequent/Infrequent Violence
- Moderate Violence
- Mild Violence
- Comedic Violence
- High Impact Violence
- Blood and Gore
- Animated Violence
- Sexual Violence

Nudity

- Partial Nudity
- Nudity
- Incidental Nudity
- Sexualised Nudity

Drug Use

- Drug References
- Drug themes
- Drug Use
- Strong Drug Use

Language

- Aggressive Coarse Language
- Frequent/Infrequent Coarse Language
- Strong Coarse Language
- Some Coarse Language
- Moderate Coarse Language
- Mild Coarse Language
- Incidental Coarse Language

Other

- Some scenes may frighten young children
Focus Group Discussion Guide - Film

FIRST HAVE PEOPLE FILL IN ‘AFTER VIEWING’ QUESTIONNAIRE B

Introduction:
First go around the group and have people introduce themselves, tell us a bit about yourselves.

We will now have a general discussion about what you thought about the film you just saw and your reactions to it. Remember this is about your opinions – there are no right or wrong answers. Each one of us might have a different opinion and they are all valid. In the discussion, just try to let one person at a time speak so we can all hear. We hope and expect all of you to be part of the discussion. Please refer to your ‘manual’ anytime you want to check on anything about the classification system.

1. First, let’s just hear your general views on the film.
   Did you enjoy it or not? What did you like or dislike about it?

2. What did you think were the dominant aspects or parts of the film?
   Would you say there was anything troubling about the film?
   What do you think you’ll take away or remember about this film? Was there anything in the film you regarded as controversial for either adults or children?

3. Let’s look now at the classification you gave this film.
   We will just go around the group and have each person say what classification he or she gave the film.
   Then we will talk about why you gave it this classification.
4. In deciding what classification you feel the film should get, what was the basis of your thinking?
   In particular, what audience do you feel the film is or is not suitable for?

5. What elements of the film do you think should be taken into consideration when classifying it?

6. How strong was the impact of each of these elements?

7. How important is the context in which these elements occurred?
   That is, to what degree were any of the ‘classified elements’ justified by the story line or nature of the film?

8. (AFTER 2nd FILM ONLY) Does the fact that the film is set in Australia affect its impact? How? Why do you think this is?

9. In what ways would the film maker have had to change the film in order for it to be classified at a lower category?
   A higher category?

10. Let’s look now at the sort of consumer advice you feel should be shown with the classification symbol on advertisements, video jackets etc. What consumer advice should be provided in relation to this film that would alert consumers as to what to expect in relation to the elements of violence, sex, coarse language and so on?
    
    **Before we begin to discuss this, could you look at Q5 in the questionnaire you filled out and just jot down the consumer advice you feel should be provided (then discuss).**

    **THEN HAVE PARTICIPANTS SELF COMPLETE Q5 OF QUESTIONNAIRE B.**
    **DISCUSS**
11. Now that you and the group have discussed the film in some detail, can you say what classification you would now place the film into? This might be the same classification you originally gave or it might be another – either way just express your personal view.

**THEN HAVE PARTICIPANTS SELF-COMPLETE Q6 OF QUESTIONNAIRE B.**

12. *(AFTER 2nd FILM ONLY)* I will now pass out a list of different kinds of consumer advice. Could you all look at this list and tick off any consumer advice that you feel is more appropriate than the consumer advice you just wrote down.

*(Then discuss)*

**THEN DISTRIBUTE BOARD’S CLASSIFICATION/CONSUMER ADVICE ENVELOPES**

13. What do you think about the decision made on this film by the Classification Board? Why is that?

What do you agree/disagree with?

14. What do you think about the consumer advice that the Board decided should apply to the film?

Why is that?

Would this consumer advice help you to decide whether you wanted to see this film or whether you would advise someone else to see it?

15. *(AFTER 2nd FILM ONLY)*

One final matter I’d like to explore relates to the classification MA.

As you know MA indicates that the material is unsuitable and cannot legally be viewed by a person under the age of 15 years unless accompanied by a parent or an adult guardian. How do you feel about this?

**FINAL ROUND UP, THANKS AND CLOSURE.**
Focus Group Discussion Guide – Computer games

FIRST HAVE PEOPLE FILL IN ‘AFTER PLAYING’ QUESTIONNAIRE (C)

Introduction:

We will now have a general discussion about what you thought about the game you just saw and your reactions to it. Remember this is about your opinions – there are no right or wrong answers. Each one of us might have a different opinion and they are all valid. In the discussion, just try to let one person at a time speak so we can all hear. We hope and expect all of you to be part of the discussion. Please refer to your ‘manual’ anytime you want to check on anything about the classification system.

1. First, let’s just hear your general response to the game.
   Did you enjoy playing it or not?
   What did you like or dislike about it?

2. What did you think were the dominant aspects of the game?
   Would you say there was anything troubling about the game?
   What do you think you’ll take away or remember about this game?

3. Let’s look now at the classification you gave this game.
   We will just go around the group and have each person say what classification he or she gave the game.

Then we will talk about why you gave it this classification.
4. In deciding what classification you feel the game should get, what was the basis of your thinking?
   In particular, what users do you feel the game is or is not suitable for?

5. What elements of the game do you think should be taken into consideration when classifying it?

6. How strong was the impact of these elements?

7. How important is the context in which these elements occurred? That is, to what degree were any of the ‘classified elements’ justified by the story line or nature of the game?

8. In what ways would the game creator have had to change the game in order for it to be classified at a lower category? A higher category?

9. Let’s look now at the sort of consumer advice you feel should be shown with the classification symbol on advertisements, game packages etc.
   What consumer advice should be provided in relation to this game that would alert consumers as to what to expect in relation to the elements of violence, sex, coarse language and so on?

   **Before we begin to discuss this, could you look at Q5 in the questionnaire you filled out and just jot down the consumer advice you feel should be provided.**

   THEN HAVE PARTICIPANTS SELF-COMPLETE Q5 OF QUESTIONNAIRE C.

   (Then discuss).
10. Now that you and the group have discussed the game in some detail can you say what classification you would now place the game into? This might be the same classification you originally gave it or it might be another – either way just express your personal view.

THEN HAVE PARTICIPANTS SELF-COMPLETE Q6 OF QUESTIONNAIRE C.

11. I will now pass out a list of different kinds of consumer advice. Could you all look at this list and tick off any consumer advice that you feel is more appropriate than the consumer advice you just wrote down.

HAND OUT LIST OF CONSUMER ADVICE PHRASES (DISCUSS)

THEN DISTRIBUTE BOARD’S CLASSIFICATION/CONSUMER ADVICE ENVELOPES

12. What do you think about the decision made on this game by the Classification Board? Why is that?

What do you agree/disagree with?

13. What do you think about the consumer advice that the Board decided should apply to the game?

Why is that?

Would this consumer advice help you to decide whether you wanted to play this game or whether you would advise someone else to play it?

14. (AFTER 2ND GAME ONLY) The final question that I’d like to get your thoughts on is what effect interactivity has on the impact of computer games. That is, with computer games you are able manipulate (to a degree) what is happening on the screen, whereas with a film you can’t. Does this alter in any way the impact of, or your response to, any of the classifiable elements, particularly violence?

FINAL ROUND UP AND CLOSURE
Community Assessment Panels

2004
Films and computer games have to be classified before they are sold, hired or exhibited in Australia. These include films for public exhibition at the cinema, videos, DVDs and computer games.

It doesn’t matter if the film/computer games has been classified in another country, it must be classified by the Australian Classification Board.

The Classification Board is appointed by the Australian Government for a fixed term, which is usually three years.

The Classification Board is an independent decision-making body, and the government does not play a role in decision-making.

The membership of the Board is broadly representative of the Australian community.

This is important because members of the Board are then able to draw on their experiences to make decisions that would reflect community standards.

In order to make a classification decision, the Board must be able to balance their own personal opinion with generally accepted community standards, and apply the community standards.

The Board must also make decisions based on the following principles:

- adults should be able to read, hear and see what they want
- minors should be protected from material that is likely to harm or disturb them
- everyone should be protected from exposure to unsolicited material that they find offensive
- the need to take account of community concerns about:
  - depictions that condone or incite violence, particularly sexual violence; and
  - the portrayal of persons in a demeaning manner.
THE CLASSIFICATION GUIDELINES

Classification guidelines are used as a tool to assist decision-making.

The Classification Guidelines set out the different classification categories, the classifiable elements and the scope and limits of material suitable for each category.

USING THE GUIDELINES

There are three principles that have to be applied when using the Guidelines:

- The Classifiable Elements
- The Hierarchy of Impact
- The Importance of Context
There are six classifiable elements to be considered in a film or computer game. These are:

- **Themes**
  Social issues such as crime, suicide, drug and alcohol dependency, death, serious illness, family breakdown and racism.

- **Violence**
  Relates to acts of violence, the threat of violence, and the result of violence.
  Sexual violence is the act of sexual assault or aggression, in which the victim does not consent.

- **Sex**
  Relates to sexual activity and/or sexual references and/or sexual themes.

- **Language**
  Relates to coarse language, such as bloody, shit, fuck, motherfucker, cunt etc

- **Drug use**
  Relates to using drugs, references to drugs and drug themes.

- **Nudity**
The Hierarchy of Impact

Each classification category begins with an impact test that determines the threshold for each category. The Guidelines use the following hierarchy of impact:

- very mild: G
- mild: PG
- moderate: M
- strong: MA
- high: R
- very high: RC

Assessing the impact of material requires considering not only the treatment of individual classifiable elements but also their cumulative or overall effect. It also requires considering the purpose and tone of a sequence.

**Treatment** means the way in which material is handled or presented. It refers to the artistic handling of a scene, especially in regard to style. For example, in a realistic treatment, the material may be close to real life and feel authentic whereas in a stylised treatment, the viewer is conscious of the unreality. Examples of stylised treatment include musicals, horror themes, animation and fantasy.

**Tone** means the quality or feeling of material, such as its sadness, humour, menace, lightness, or seriousness.

**Impact may be higher** where a scene containing classifiable elements:
- has greater detail, including the use of close-ups and slow motion
- uses accentuation techniques, such as lighting
- uses special effects, such as lighting and sound, colour, size of image
- is prolonged
- is repeated frequently throughout the film
- is realistic, rather than stylised
- encourages interactivity.

Interactivity, for example in computer games and some DVDs, includes the use of incentives and rewards, technical features and competitive intensity. As a general rule:
- except in material restricted to adults, nudity and sexual activity must not be related to incentives and rewards
- material that contains drug use and sexual violence related to incentives or rewards is Refused Classification

**Impact may be lessened** where reference to a classifiable element is verbal rather than visual. For example, a verbal reference to sexual violence is generally of less impact than a visual depiction.

Also, some visual impacts have less impact than others: for example, an incidental depiction may have less impact than a direct one.
The importance of Context

Context is crucial in determining whether a classifiable element is justified by the story-line or themes.

In particular, the way in which social issues are dealt with may require a mature or adult perspective.

This means that material that falls in a particular category in one context, may fall outside it in another.

The classification you make must take account of the:

- context and impact of each of the classifiable elements, including their
- frequency and intensity, and their
- cumulative effect
- purpose and tone of a sequence, and
- how material is treated.

CONSUMER ADVICE

The Board also provides consumer advice about the content of films and computer games that are classified. This information helps consumers make informed choices.
## Glossary

**Detail:** amount of verbal or visual information.

**Discreet:** with little or no detail and generally brief.

**Implied:** depiction/s of a subject in which an act or thing is inferred or indicated without actually being seen.

**Intensity:** strength of treatment or subject matter.

**Offensive:** material which causes outrage of extreme disgust.

**Sexual Violence:** sexual assault or aggression, in which the victim does not consent.

**Tone:** quality or feeling of material, such as its sadness, humour, menace, lightness or seriousness.

**Treatment:** way in which material is handled or presented, including the artistic handling of a scene, especially in regard to style.

Realistic treatments may be close to real life and feel authentic, whereas in stylised treatments the viewer is aware of the unreality. Examples of stylised treatments include musicals, horror themes, animation or fantasy.

**Violence:** Acts of violence, the threat or effects of violence.

---

The Office of Film and Literature Classification thanks you for your participation
# THE CLASSIFICATION GUIDELINES – Film Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>G</th>
<th>PG</th>
<th>M 15+</th>
<th>MA 15+</th>
<th>R 18+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience suitability</td>
<td>Suitable for all ages.</td>
<td>Parental Guidance Recommended for Persons Under 15 Years</td>
<td>Recommended for Mature Audiences 15 Years and Over</td>
<td>Persons Under 15 Years Must Be Accompanied By A Parent or Adult Guardian</td>
<td>Restricted to Adults 18 Years and Over</td>
</tr>
<tr>
<td>Audience suitability description</td>
<td>This category is for a general audience. There may be some films in this category that are of no interest to children.</td>
<td>Suitable for everyone, but people under 15 years may require parental guidance as some of the material might be upsetting or confusing.</td>
<td>Not recommended for people under 15 years.</td>
<td>Not suitable for people under 15 years.</td>
<td>Not suitable for people under 18 years. Adult audience.</td>
</tr>
</tbody>
</table>

## IMPACT

### Themes

- **VERY MILD**: Very low sense of threat or menace, and justified by context.
- **MILD**: Low sense of threat or menace, and justified by context.
- **MODERATE**: Moderate sense of threat or menace, if justified by context.
- **STRONG**: Strong themes should be justified by context.
- **HIGH**: Virtually no restrictions.

### Violence

- **VERY MILD**: Low threat or menace, and justified by context.
- **MILD**: Mild and infrequent, and justified by context. No sexual violence.
- **MODERATE**: Moderate if justified by context. Sexual violence should be very limited, and justified by context.
- **STRONG**: Justified by context. Sexual violence may be implied, if justified by context.
- **HIGH**: Permitted. Sexual violence may be implied, if justified by context.

### Sex

- **VERY MILD**: Sexual activity should be very mild and very discreetly implied, and justified by context.
- **MILD**: Sexual activity should be mild and discreetly implied, and justified by context.
- **MODERATE**: Sexual activity should be discreetly implied, if justified by context.
- **STRONG**: Sexual activity may be implied.
- **HIGH**: Sexual activity may be simulated and/or obscured.

### Language

- **VERY MILD**: Very mild and infrequent, and justified by context.
- **MILD**: Mild and infrequent, and justified by context.
- **MODERATE**: Coarse language may be used. Aggressive or strong coarse language should be infrequent, and be justified by context.
- **STRONG**: Strong coarse language may be used. Aggressive or very strong coarse language should be infrequent.
- **HIGH**: Virtually no restrictions.

### Drug Use

- **VERY MILD**: Implied only very discreetly, and justified by context.
- **MILD**: Justified by context.
- **MODERATE**: Justified by context.
- **STRONG**: Justified by context.
- **HIGH**: Justified by context.

### Nudity

- **VERY MILD**: Justified by context.
- **MILD**: Justified by context.
- **MODERATE**: Justified by context.
- **STRONG**: Justified by context.
- **HIGH**: Permitted.
RC – REFUSED CLASSIFICATION - FILMS

Films that exceed the R and X classification categories will be Refused Classification.

Films will be refused classification if they include or contain any of the following:

CRIME OR VIOLENCE

Detailed instruction or promotion in matters of crime or violence.

The promotion or provision of instruction in paedophile activity.

Depictions of child sexual abuse or any other exploitative or offensive depictions involving a person who is or who looks like a child under 16 years.

Gratuitous, exploitative or offensive depictions of:

(i) violence with a very high degree of impact or which are excessively frequent, prolonged or detailed;
(ii) cruelty or real violence which are very detailed or which have a high impact;
(iii) sexual violence.

SEX

Depictions of practices such as bestiality.

Gratuitous, exploitative or offensive depictions of:

(i) sexual activity accompanied by fetishes or practices which are offensive or abhorrent;
(ii) incest fantasies or other fantasies which are offensive or abhorrent.

DRUG USE

Detailed instruction in the use of proscribed drugs.

Material promoting or encouraging proscribed drug use.
### THE CLASSIFICATION GUIDELINES – Computer Game Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>G</th>
<th>G8+</th>
<th>M15+</th>
<th>MA15+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL</strong></td>
<td>(ALL AGES)</td>
<td>(RECOMMENDED FOR PERSONS 8 YEARS AND OVER)</td>
<td>(RECOMMENDED FOR PERSONS 15 YEARS AND OVER)</td>
<td>(RESTRICTED FOR SALE AND PLAY TO PERSONS 15 YEARS AND OVER UNLESS ACCOMPANIED BY A PARENT OR GUARDIAN)</td>
</tr>
<tr>
<td><strong>Audience Suitability</strong></td>
<td>Suitable for everyone. This category is for a general audience. There may be some games in this category that are of no interest to children.</td>
<td>Suitable for everyone, but people under 15 years may require parental guidance as some of the material might be upsetting or confusing.</td>
<td>Not recommended for people under 15 years.</td>
<td>Not suitable for people under 15 years.</td>
</tr>
<tr>
<td><strong>IMPACT</strong></td>
<td><strong>VERY MILD</strong></td>
<td><strong>MILD</strong></td>
<td><strong>MODERATE</strong></td>
<td><strong>STRONG</strong></td>
</tr>
<tr>
<td><strong>Themes</strong></td>
<td>Very low sense of threat or menace, and justified by context.</td>
<td>Low sense of threat or menace, and justified by context.</td>
<td>Moderate sense of threat or menace, if justified by context.</td>
<td>Strong themes should be justified by context.</td>
</tr>
<tr>
<td><strong>Violence</strong></td>
<td>Low threat or menace, and justified by context. No sexual violence.</td>
<td>Mild and infrequent, and justified by context. No sexual violence.</td>
<td>Moderate if justified by context. Sexual violence should be very limited, and justified by context.</td>
<td>Justified by context. Sexual violence may be implied, if justified by context.</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td>Sexual activity should be very mild and very discreetly implied, and justified by context.</td>
<td>Sexual activity should be mild and discreetly implied, and justified by context.</td>
<td>Sexual activity should be discreetly implied, if justified by context.</td>
<td>Sexual activity may be implied.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Very mild and infrequent, and justified by context.</td>
<td>Mild and infrequent, and justified by context.</td>
<td>Coarse language may be used. Aggressive or strong coarse language should be infrequent, and be justified by context.</td>
<td>Strong coarse language may be used. Aggressive or very strong coarse language should be infrequent.</td>
</tr>
<tr>
<td><strong>Drug Use</strong></td>
<td>Implied only very discreetly, and justified by context.</td>
<td>Justified by context.</td>
<td>Justified by context.</td>
<td>Justified by context.</td>
</tr>
</tbody>
</table>
**RC – REFUSED CLASSIFICATION**

Computer games that exceed the MA(15+) classification category will be Refused Classification.

Computer games will be refused classification if they include or contain any of the following:

**CRIME OR VIOLENCE**

Detailed instruction or promotion in matters of crime or violence.

The promotion or provision of instruction in paedophile activity.

Depictions of child sexual abuse or any other exploitative or offensive depictions involving a person who is or who looks like a child under 16 years.

Gratuitous, exploitative or offensive depictions of:

(i) violence with a very high degree of impact or which are excessively frequent, prolonged or detailed;
(ii) cruelty or real violence which are very detailed or which have a high impact;
(iii) sexual violence.

**SEX**

Depictions of practices such as bestiality.

Gratuitous, exploitative or offensive depictions of:

(i) sexual activity accompanied by fetishes or practices which are offensive or abhorrent;
(ii) incest fantasies or other fantasies which are offensive or abhorrent.

**DRUG USE**

Detailed instruction in the use of proscribed drugs.

Material promoting or encouraging proscribed drug use.
**WHIPLASH**

**Background**

Whiplash follows two animals, **Spanx** (a weasel) and **Redmond** (a rabbit), as they try to escape from an animal testing laboratory, called **Genron**. The two animals are chained together, and must cooperate to find their way out of Genron’s corporate headquarters. Along the way they will encounter guards, scientists and other Genron employees (whom they must avoid or attack) as well as other captive animals (whom they must attempt to free).

The player controls Spanx, who can swing Redmond by the chain to attack Genron employees and to perform various feats.

**Objectives**

There are a number of objectives in Whiplash.

1. **Escape from each section of Genron headquarters** by solving a series of puzzles and challenges that will be displayed on the screen. Solving each challenge enables Spanx and Redmond to progress to the next level.

2. **Free any captive animals** encountered along the way, again by following the instructions on the screen.

3. **Destroy as much Genron equipment as possible**, using Redmond as a weapon.

If Spanx and Redmond come into contact with toxic material or are captured by Genron employees, they may return to an earlier part of the game.

**Where to start**

You will start in a vent which will lead you to the first challenge. Become familiar with the controls as you move through the vent, though be careful to avoid the bursts of fire. Learn to jump and use Redmond as a weapon, then proceed to the end of the vent.

When you enter the next room, you will be asked to free the monkeys being held captive. You must leap over the toxic ponds, learning to ‘grapple’ as you go. When you get beyond the ponds you must destroy as much equipment as you can before the monkeys are freed. You can also attack any Genron employers you encounter here. You can then proceed to the next level by finding your way out (not the way you came in).

**How to do it**

There are a number of basic controls.

- **Move** – left analog stick (the left round knob in the bottom centre of the controller).
- **Jump** – press □. Press □ again quickly to jump even higher.
- **Attack** – to use Redmond as a weapon, use the □ or △ buttons. You may need to do this repeatedly.
- **Grapple** – to grab onto objects above your head (such as a blue sphere), jump ( □ ) and then press the □ button. You can then swing back and forth using the left analog stick. To jump down again, press □.
- **Interact** – You may encounter a number of objects, like computer screens or other animals, which you can interact with. The screen will tell you if you can interact with something. Press △ while you are facing the object to interact.
CASTLEVANIA

Background

Castlevania is an action-horror game set in the 11th Century. The hero of the game is Leon, a knight who fights vampires and other monsters in a dark castle with many rooms. The storyline and imagery are based loosely on the classic novel Dracula.

Leon’s wife has been captured by an evil vampire and put under a spell. To rescue her, Leon must enter the vampire’s castle and defeat the vampire’s many monsters.

Leon has been given a magic whip and a magic glove by a sorcerer. The whip can be used to kill monsters, while the glove can block their attacks and even add to Leon’s strength. Leon can also find useful items around the castle and use these to cast spells, restore his strength after being injured or buy magic potions.

Objectives

Leon must explore every room in the castle before he can confront the master vampire. In doing so he will encounter many monsters, whom he must kill using his magic whip and other powers. If he does not kill the monsters, they may kill him, and the game will return to the beginning.

Where to start

You will start in a large room. This is the Warp Room, where you can access all the parts of the castle through a magic transporter. Go to the centre of this room, up the stairs, and collect the item floating above one of the circles on the floor. This is the Map of the Room of Sacred Remains, which you might need to navigate. Keep standing here and you will be transported to the Room of Sacred Remains, where you will fight a range of monsters.

How to do it

There are a number of basic controls you need to know to play the game.

To move – left analog stick (the left round knob in the bottom centre of the controller).

Jump – button. Press twice to jump even higher.

Open Door – button. Make sure you are facing the door when you do this.

Whip Attack – button or button. Press A repeatedly to perform an attack combination.

Guard – to protect yourself against attacks, press the H1 or H2 button (located on the top of the controller) while facing the attacker.

Map – to look at the map, press the SELECT button. To return to the game, press SELECT again.
**Kill.switch**

### Background

**Kill.switch** is a 3rd-person game centred on a series of military missions in a number of ‘hotspots,’ including the Middle East, the Caspian Sea and North Korea. The player controls an unseen character, who in turn is in charge of an onscreen ‘ supersoldier’ (called Bishop) through a link to his central nervous system. The on-screen view of Bishop implies that he can be monitored by a military tracking camera.

The storyline behind Kill.switch is partly revealed by an audio sequence at the start of each mission through the female voice of NADA, which stands for ‘Neural interface/data link Avatar Datastream Agent construct.’ Bishop’s memory has been erased, and with each successful mission he uncovers information about his past.

Playing the game involves undertaking a series of solo missions, in which Bishop encounters large numbers of enemy soldiers attempting to kill him.

### Objectives

Objectives are set for each mission. These include planting explosives, picking up a tool or weapon, pushing a button to set off an event and so on. The gameplay forces the player to find cover at every opportunity – behind objects, against walls, around corners, on the ground, but always to find cover. The game also requires that the player be an active soldier, responding to enemy engagement by frequent gunfire. At the end of the training session you’ll be reminded that the overall objective is to ‘take cover, take aim, take over.’

### Where to start

To help you become familiar with the controls, you will first be taken through a tutorial. To enter the tutorial, select ‘New Game’ from the menu options on-screen (using the up and down buttons and the button). Then select the ‘Normal’ level of difficulty.

During the tutorial you will learn the actions you need to be successful in the game. These include crouching/covering, firing weapons, moving, looking around, throwing grenades and reloading. You will need to walk into the blue ‘vortexes’ to move to the next part of the tutorial.

After completing the tutorial, you will be assigned your first mission. To begin the mission, walk in the direction you are facing around the building until you come to some windows. Here you will encounter your first enemies, whom you must shoot. After shooting them, walk through the nearby corridor to come across more enemy soldiers. Proceed through the game by shooting enemy soldiers and exploring your environment. As you progress, you can collect guns, ammunition and health packs.

Remember, your health will deteriorate quickly if you do not take cover as soon as you are fired on, and the screen will flicker as a warning sign. If in doubt, stay in cover! Your health will also improve if you have not been shot for a while.

### How to do it

There are quite a number of controls you will need to use to play Kill Switch.

**To move around** – use the left analog stick (the round buttons in the bottom centre of the controller).

**To look around and aim your weapon** – use the right analog stick.

**To crouch behind covering objects (like a wall)** – press and hold the L1 button. This is the main move of the game, and you will need to hold the L1 button most of the time.

**To select a different weapon** – press L2. By pressing L2 again you can cycle through all the different weapons in your possession.

**To fire your weapon** – press R1. You will need to move around or above your cover position (using the left analog stick) if you want to fire accurately.

**To reload your weapon** – press R2. The indicator in the top right of the screen will tell you if you need to reload.

**To throw a grenade** – press . Make sure you’re not around when the grenade explodes.

**To dive evasively** – press . You will dive in the direction you are moving.

**To activate the sniper scope view** – press H3 (by pressing down on the right analog stick).

**To pause the game** – press START. Pressing START again will unpause.
## Background

**R: Racing** is a car racing game featuring real-world tracks and cars and set against the story of **Rena**, a female ambulance driver who becomes a professional racing car driver. Rena has been recruited by the manager of a racing team to be their next star driver. Along the way she meets Gina, a talented driver for another team who is determined to defeat Rina. The game provides a number of animated ‘movie’ clips in between races, creating a setting and objective for each race.

Throughout the game, Rena is unsure who has employed her, but a secretive consortium appears to be placing bets on the outcomes of races. At the end of the game, Rena races to free herself from this group and wins.

The player controls the car that Rena drives. The game offers a variety of cars and racing types, including rally, formula one, drag and GT.

There are also a number of elements in the game that do not draw on this storyline. These include entering racing tournaments, racing against a second human player, and choosing and adjusting different cars.

## Objectives

The overall objective for the game is to win as many races as you can, thereby earning ‘RP’ (Reward Points), which can buy the player better cars or entry into different races.

Each race within Rena’s ‘storyline’ has its own set of mini-objectives. For example, in Race 1 your objective is to win, while in Race 2 you must drive a rally car through a racing course within a set time limit. In Race 3 you must overtake the car ahead of you.

The screen will indicate what your objective is for each race.

## Where to start

You will start with an on-screen menu of options. Choose the ‘New Game’ option by selecting it (using the up and down buttons) and pressing **OK**. You will view a short movie clip, after which you will encounter another menu. Select ‘OK’, and then choose the ‘Start Race’ option. Select ‘OK’ again when prompted.

Once you have finished this race, press **Start** to get to the menu with the ‘Next Race’ option. Select this option and you will be taken to the next animated clip.

## How to do it

**To navigate through the menus in this game** – use the up and down buttons to find the option you want and **Select** to select it.

**There are only three buttons you will need to use to control your race car:**

**To accelerate** – press **Start**.

**To brake** – press **Select**. Note that you will not need to brake very much – the game has been set on ‘Easy’ and the computer will help you brake, whether you press **Select** or not.

**To steer** – use the left analog stick (the round knob in the bottom centre of the controller).

Good luck!
Tak and the Power of Juju

Background

Tak and the Power of Juju is set in the mythical land of the Pupanunu people, where shamans can harness the power of the magical world of Juju. Many centuries ago, a shaman foresaw the fall of the Moon Juju, the goddess protector of the Papanunu people. The prophecy appears to be coming to pass, with an evil Shaman misusing his formidable powers to challenge the Moon Juju. A mighty warrior has been trained to fight the evil shaman, but the warrior – along with most of the village – has been turned into a sheep by the evil shaman.

It is up to Tak, a humble villager, to take on the role of warrior, thwart the evil shaman and restore order to their world. To do so, Tak must travel beyond his village to a variety of different terrains to collect magical objects, which will help him harness the power of Juju.

Tak is assisted by Flora, the Moon Juju’s daughter and a powerful Juju mystical being. Flora knows what needs to be done to defeat the evil shaman and guides Tak on his journey.

The player controls Tak, who we find in his village at the beginning of his journey.

Objectives

Flora will let you know what you need to do at each stage of the game. Your primary objective is to collect objects like feathers, magical plants and relics. To collect objects, simply walk towards them. Yellow feathers increase your health, while feathers of other colours can be used for magic later in the game.

You will come across a number of hostile creatures and plants as you go, and you need to fight them with your club or staff. If you don’t fight back well enough, you will run out of health. You will fall to the ground, but will be returned to the same part of the game to try again. Along the way you will also encounter friendly animals, such as orangutans, monkeys and sheep, who you can use to accomplish your tasks. Orangutans bend trees so you can catapult from one area to another. If you throw a coconut at a monkey, the monkey will then throw it at a creature that is nearby. Sheep can be used to open doors by placing them on a treadmill and hitting them with your weapon. You can also disguise yourself as a sheep by picking them up.

Where to start

You will begin in Tak’s village. Your first mission is to go to the burial ground and find four gold teeth. Flora will show you the way to the burial ground, and will also indicate where you can find the teeth. Once you have collected each tooth, you need to take it to a statue next to where you found your first tooth. After finding four teeth, a door will open and you will meet another mystical being who will give you something.

After this, you will need to travel to the next area and fight some hostile plants. Again, Flora will show you where the plants are. To defeat them, stand back and wait for the plants to defy you. While its guard is down, give the plant a hit. After defeating the plant, collect the small magical plant in its mouth and find the next plant to fight. There are coloured flags that indicate where the large plants are located. If you get this far, find your way out of the burial ground and Flora will take you to your next adventure.

How to do it

There are a number of buttons you need to use to control Tak.

To move around, use the left analog stick.

To change your view, use the right analog stick.

To jump, press ✗. Pressing ✗ twice will make you jump even higher.

To use your weapon, press ◯.

To throw an object you have picked up, hold down the ◯ button until you have aimed correctly and then release.

To swing back and forth on a rope, press ◯. Simply jumping towards a hanging rope will make you grab hold.

To pause the game, press START. Press START again to unpause.
## Rogue Ops

### Background

*Rogue Ops* is a 3rd person shooter adventure game about a secret government anti-terrorist organisation, called *Phoenix*, and its battles with a troublesome group of disaffected ex-Soviet officers, called *Omega 19*. The game follows the story of *Nikki Connors*, whose family was killed by a bomb planted by Omega 19 and who subsequently joins Phoenix to avenge their deaths.

The player controls Nikki, who undertakes a series of risky solo missions on behalf of Phoenix. Nikki must use her stealth and cunning to avoid being discovered by hiding behind objects, climbing up drainpipes and ropes and along ledges, pickpocketing guards, searching cabinets, hiding bodies, and planting explosives. Nikki carries an array of weapons including guns, grenades and throwing stars, and she is also adept at hand-to-hand combat.

### Objectives

Each mission in Rogue Ops has different objectives, but you will always need to rely on stealth. To avoid discovery by hostile guards, move slowly, hide behind walls and other objects, and avoid using your gun if possible (for example by creeping up on a guard from behind). Cameras and lasers will also give you away, so proceed carefully. Once alerted, guards will raise the alarm and more will come, so try to kill one at a time. If you cannot protect yourself from hostile enemies, your health will deteriorate quickly and you will be defeated. You will need to investigate your environment for clues on how to proceed. Filing cabinets and the pockets of dead guards are a good place to look for useful objects, such as keycards, weapons and health packs.

Your first mission is to find a book kept by an Omega 19 agent called Van Cleef. You will need to penetrate his mansion and plant three explosives – one behind a car, one in the basement and one in the kitchen.

### Where to start

You will start at the entrance to Van Cleef’s mansion. Creep along the wall until you can see the unwary guard. Sneak up on him slowly from behind and kill him, or alternatively shoot him from a distance (although this will use up valuable ammo and make unnecessary noise). After searching his body, carry it to an inconspicuous place, and then walk around the car. Plant your first explosive on the green icon behind the car.

Walk across the courtyard and go into the door on your left. Go down the stairs, using the keycard you found on the guard’s body to deactivate the laser beams. Once you get to the basement, don’t walk across the floor into the laser beams. Instead, grab onto the ledge above you on the left and shuffle until you are past the lasers. Shoot the chains from the dead bodies blocking your way, and then move to the end of the room and plant the second bomb. Use the lever on your right to deactivate the laser beams.

Go back to the courtyard and up the drainpipe. You will need to plant the third bomb in the kitchen, fighting several guards to reach it. After this, you must find Van Cleef. Now you’re on your own!

### How to do it

There are quite a number of buttons you need to use to control Nikki.

*To move around*, use the left analog stick. Push it softly to walk and hard to run.

*To change your view*, use the right analog stick.

*To perform an action*, wait until a green icon appears and press the \( \text{button} \). Actions include *carrying a body, searching a body or searching objects, planting explosives, climbing ladders and pipes, and jumping up to ledges.*

*To draw your weapon*, press the R2 button. Press R2 again to holster your weapon.

*To fire your weapon*, press the R1 button.

*To creep along a wall*, push up on the left analog stick while facing the wall.

*To enter view mode*, press the L1 button. View mode helps you aim your weapon properly. Push the left analog stick up or down to zoom in and out. Use view mode while creeping along a wall to peer or shoot around a corner.

*To crouch*, press the R2 button.

*To search a body*, press \( \text{button} \) while crouching next to the body.

*To attack a guard quietly*, sneak up on them from behind. When the bar turns green, press \( \text{button} \). Then push the left analog stick in the directions shown on the screen to perform a deadly attack.

*To view your map*, press \( \text{button} \). You can see the range of vision of guards and cameras on the map.

*To pause the game*, press START. Press START again to unpause.
DETAILS OF THE FILM:

Title: WELCOME TO MOOSEPORT
Version: ORIGINAL
Format: 35 mm
Duration: 110 MINUTE(S)
Producer: TOM SCHULMAN/ BAZIL IWANYK
Director: DONALD PETRIE
Production Co: 20TH CENTURY FOX
Country Of Origin: USA
Language: ENGLISH
Colour/B&W: Colour
Application Type: dual PE + S/H 91-120 mins
Applicant: TWENTIETH CENTURY FOX FILM DIST. PTY LTD

PROCEDURE:
The Classification (Publications, Films and Computer Games) Act 1995, and the Classification Guidelines approved by the standing Committee of Attorneys General, are followed when classifying films.

Item Viewed: YES Viewing Date: 13 Feb 2004
Written submissions: NO Oral submissions: NO

MATERIAL CONSIDERED:
In classifying this item regard was had to the following:

(i) The Application YES
(ii) A written synopsis of the item YES
(iii) The Item YES
(iv) Other NO

DECISION
(1) Classification: PG
(2) Consumer Advice: SEXUAL REFERENCES LOW LEVEL COARSE LANGUAGE NUDITY
(3) Key: L(i-i-j) O(sexual references, nudity)
(4) Ratified By:  

(Senior Classifier)

Classification Board Decision: WELCOME TO MOOSEPORT
SYNOPSIS:
The ex-president of the United States runs against a local handyman in the race for Mooseport mayor.

REASONS FOR THE DECISION:
In the Board's view this film warrants a PG classification as, in accordance with Part 6 of the Films Table of the National Classification Code, it cannot be recommended for viewing by persons under 15 without the guidance of parents or guardians.

Pursuant to the Guidelines for the Classification of Films and Computer Games, the film warrants a PG classification for sexual references, low level coarse language and nudity that may be confusing or upsetting to children without adult guidance.

Sexual References
These humorous, mostly verbal references include, "Why are you wearing black underwear [to a date]?” ”Why are you looking up my dress?” "I'll be buggered by a bear.” "Him making her his booty poodle." The impact of the references is mitigated by the comedy context.

Coarse Language
The film includes a naturalistic use of "shit", several uses of "bastard" and "son-of-a-bitch".

Nudity
The film contains several depictions of bare buttocks as the local nude jogger makes an appearance.

In the Board's view the impact of these references is no higher than mild.

Classification Board Decision: WELCOME TO MOOSEPORT
Board Report

CLASSIFICATION BOARD

DETAILS OF THE FILM:

FILE No T04/897
Processing Date: 17/03/04

Title: INTERMISSION
Version: ORIGINAL
Format: 35 mm
Duration: 107 MINUTE(S)
Producer: NEIL JORDAN/STEPHEN WOOLLEY/ALAN MALONEY
Director: JOHN CROWLEY
Production Co: A COMPANY OF WOLVES PRODUCTION/PARRALLEL FILM PRODUCTIONS/PORTMAN FILMS
Country Of Origin: IRELAND
Language: ENGLISH
Colour/B&W: Colour
Application Type: dual PE + S/H 91-120 mins
Applicant: HOYTS DISTRIBUTION

PROCEDURE:
The Classification (Publications, Films and Computer Games)Act 1995, and the Classification Guidelines approved by the standing Committee of Attorneys General, are followed when classifying films.

Item Viewed: YES Viewing Date: 17/03/04
Written submissions: NO Oral submissions: NO

MATERIAL CONSIDERED:
In classifying this item regard was had to the following:

(i) The Application YES
(ii) A written synopsis of the item YES
(iii) The Item YES
(iv) Other NO

DECISION
(1) Classification: MA
(2) Consumer Advice: FREQUENT COARSE LANGUAGE
SEXUAL REFERENCES
INFREQUENT VIOLENCE
(3) Key: O(frequent coarse language, sexual references, infrequent violence)
(4) Ratified By: / / (Senior Classifier)

Classification Board Decision: INTERMISSION
SYNOPSIS:
Intermission is an urban love story about people adrift and their convoluted journeys in the search for some kind of love. When the desperately insecure and emotionally inarticulate John breaks up with Deirdre to 'give her a little test' his plan backfires leaving her broken-hearted and him alone and miserable. Through chance and coincidence, their break-up triggers a roller coaster ride of interweaving escapades in the lives of everyone around them.

REASONS FOR THE DECISION:
When making decisions the Classification Board (the Board) follows the procedures set out in the Classification (Publications, Films and Computer Games) Act 1995 (the Act). The Board also applies the National Classification Code and the Classification Guidelines, while taking into account the matters set out in Section 11 of the Act.

In the Board's view this film warrants an MA classification as, in accordance with Part 4 of the Films Table of the National Classification Code, it is unsuitable for viewing by persons under 15.

Pursuant to the Guidelines for the Classification of Films and Computer Games, this film is classified MA as the impact of the classifiable elements is strong. Material classified MA/MA(15+) is considered unsuitable for persons under 15 years of age. It is a legally restricted category.

The classifiable elements contained within this film are frequent coarse language, sexual references, and infrequent violence.

LANGUAGE
Strong coarse language may be used. There are over 3 uses of "cunt" language within the film, along with the frequent use of "fuck" language, including "motherfucker" and aggressive deliveries of coarse language.

SEXUAL REFERENCES.
There are verbal and visual references to sexual activity that do not exceed a strong impact. Some examples include:
32 mins - Oscar watches a pornographic video. It was referred to him by the video rental assistant as "just fucking...bit of oral...bit of anal" (29 mins). He implicitly masturbates (below screen) whilst watching the film.
54 mins - Oscar and John are changing into their uniforms for work. Oscar has a large amount of scratch marks on his back, from the evening before that he spent with Noeleen. Oscar exclaims, "me cock's killin'me...don't even ask about me balls".
64 mins - Oscar and Noeleen are in bed. Oscar's bare back is shown as he thrusts against Noeleen. Noeleen slaps Oscar in the face, and pulls his hair. Oscar exclaims, "fucken hell!", just as Noeleen punches Oscar in the face, knocking him from the bed. He stands and says that he has had enough. Noeleen begs him to stay. There is a very brief shot of Oscar's testicles, as he struggles to dress.

INFREQUENT VIOLENCE
The individual instances of violence contained within the film can be accommodated at a lower classification, however the Board feels that the cumulative impact of these depictions in conjunction with the classifiable elements as outlined above warrants a consumer advice of infrequent violence. The depictions of violence contained in the film include: gun shots; minor blood detail following violence; punching; and a car accident involving a double-decker bus.
Title of Computer Game: Castlevania Lament of Innocence.

Other title(s) (if any):  

Platform: PS2

/Name of Applicant: Atari Australia Pty Ltd

Name of Authorised Assessor: [Redacted]

**Description of Game (more than one box may be ticked)**

- ✔ Action / Adventure
- ✔ Arcade & Puzzle
- ✔ Beat 'em Up
- ✔ Role Playing Game
- ✔ Platform
- ✔ Simulation
- ✔ Sports
- ✔ Strategy & War
- ✔ 1st Person Shooter
- ✔ Other (describe): ..........................

**Structure of the Game**

Describe the game play (including levels):
Castlevania Lament of innocence is a 3D 3rd person platform action game.

Describe special features of the game (including cut scenes, full motion video sequences, introduction sequence, multiplayer options):
Castlevania Lament of innocence is a single player game that features FMV cut scene that reveal the plot behind Castlevania.

Describe the perspective (1st/3rd person, top-down view, etc.):
The Game Castlevania is played in 3rd person viewpoint only.

If there is insufficient space above to describe the structure of the game, attach an extra page containing any additional detail or description.

**NOTE: MA (15+)**
If during your assessment you reach the conclusion that an element reaches the MA (15+) classification, continue the assessment and complete the section used to describe the element (pg 4). If your consideration results in a conclusion that the game may be classified MA (15+), the report is no longer an Authorised Assessor Recommendation but it can be included as a document for the purposes of section 17(1)(e)(v) of the Classification (Publications, Films and Computer Games) Act 1995 (a description of game play).
**Classification and Consumer Advice**

The following table will assist you in making your final recommendation, including consumer advice.

Please tick the elements that you have assessed on the previous pages.

<table>
<thead>
<tr>
<th></th>
<th>NOT in game</th>
<th>G</th>
<th>G (8+)</th>
<th>M (15+)</th>
<th>MA (15+)</th>
</tr>
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<tbody>
<tr>
<td>THEMES</td>
<td>X</td>
<td></td>
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<td>VIOLENCE</td>
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<td>SEX</td>
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<td>LANGUAGE</td>
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<tr>
<td>DRUG USE</td>
<td>X</td>
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<tr>
<td>NUDITY</td>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

Mark the classifiable element(s) that contribute to the recommendation:

- [ ] THEMES
- [X] VIOLENCE
- [ ] SEX
- [ ] LANGUAGE
- [ ] DRUG USE
- [ ] NUDITY

Describe the classifiable element(s) that contribute to the recommendation:

Castlevania Lament of Innocence is a 3rd person platform game that allows the player to play and control a vampire hunter on his quest to seek out the vampire that killed his parents. During the quest the player will encounter numerous monsters including: Skeletons, Trolls, Vampires, and Dragons. The classifiable element is violence. The Violence depicted within the game is when the player is struck by an enemy there is a tiny spray of blood and their health meter depletes a little. The player can attack enemies by using their primary weapon which is a whip or secondary weapon which is a small throwing dagger. When an enemy is struck they will flash or emit a tiny spray of blood, when the enemy is defeated they will fall to the ground and disappear. These are the highest classifiable elements contained within the game.

If there is insufficient space above to describe the classifiable element(s) of the game, attach an extra page containing any additional detail or description.
Consumer Advice

Remember that the consumer advice must match the elements that are present at the highest category ONLY.

Use the table and description on page 4 to assist you in deciding the consumer advice.

You must also consider the frequency and impact of classifiable elements to devise the most appropriate consumer advice, for example, when choosing between low level and high level animated violence.

Write your recommended classification and consumer advice in the table below.

<table>
<thead>
<tr>
<th>Recommended Classification (please circle):</th>
<th>G</th>
<th>G (8+)</th>
<th>M (15+)</th>
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<tbody>
<tr>
<td>Recommended Consumer Advice:</td>
<td>Medium Level Animated Violence</td>
<td></td>
<td></td>
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</tbody>
</table>

Authorised Assessor's Signature: [Signature]  
Date: [14/Sep/04]
Title of Computer Game: Whiplash

Other title(s) (if any):

Platform: PS2 (multi)

Name of Applicant: Atari Australia Pty Ltd

Name of Authorised Assessor: [redacted]

Description of Game (more than one box may be ticked)

- Action / Adventure
- Arcade & Puzzle
- Beat 'em Up
- Driving
- Platform
- Role Playing Game
- Simulation
- Sports
- Strategy & War
- 1st Person Shooter
- Other (describe):

Structure of the Game

Describe the game play (including levels):

Whiplash is a frantic paced cartoon Action Adventure game which is set in a large factory filled with Animal testing laboratories for cosmetics, medical, adhesives, and electrical appliances. The aim of the game is for the player to control Spanx; a long tailed weasel that has escaped from its cage with Redmond; a white rabbit, together their goal is wreak havoc in the testing labs freeing other captive animals and damage enough factory property as possible hoping it will cause the company to go bankrupt as they save other animals from testing.

Describe special features of the game (including cut scenes, full motion video sequences, introduction sequence, multiplayer options):

There is a FMV sequence in the beginning of the game before the main menu screen, it contains footage from the game. There are also assorted FMV's throughout the game narrating the story and mission on the level.

Describe the perspective (1st/3rd person, top-down view, etc.):

The Game is played in a 3rd person floating camera point of view.
**Classification and Consumer Advice**

The following table will assist you in making your final recommendation, including consumer advice.

Please tick the elements that you have assessed on the previous pages.

<table>
<thead>
<tr>
<th></th>
<th>NOT in game</th>
<th>G</th>
<th>G (8+)</th>
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<tr>
<td>NUDITY</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Mark the classifiable element(s) that contribute to the recommendation:

☐ THEMES  ☑ VIOLENCE  ☐ SEX  ☐ LANGUAGE  ☐ DRUG USE  ☐ NUDITY

Describe the classifiable element(s) that contribute to the recommendation:

Whiplash is a 3rd person floating point of view action adventure featuring Redmond (a white lab rabbit) chained to Spanx (a long tailed weasel). The two characters are chained together and have escaped their confinements in an animal product testing factory. Graphically the game is presented in a 3D cartoon graphics. The violence depicted within the game are of slapstick-like humour. Spanx the weasel uses the chained rabbit named Redmond as a melee weapon, as Spanx swings a chained Redmond.into enemies. When Redmond is swung into an enemy, the emeny will flash, when the enemy is struck repeatedly they will fall to the ground and will remain unconscious for a short duration allowing the characters to continue with their mission to save other captured and caged animals. When Spanx is struck by an enemy he will flash and his health bar will deplete a little. The game will end when Spanx's Health gauge is fully depleted. There are no depictions of blood in the game. These are the highest classifiable elements contained within the game.

If there is insufficient space above to describe the classifiable element(s) of the game, attach an extra page containing any additional detail or description.
Consumer Advice

Remember that the **consumer advice** must match the elements that are present at the **highest category ONLY**.

Use the table and description on page 4 to assist you in deciding the consumer advice.

You must also consider the **frequency** and **impact** of classifiable elements to devise the most appropriate consumer advice, for example, when choosing between low level and high level animated violence.

Write your recommended classification and consumer advice in the table below.

<table>
<thead>
<tr>
<th>Recommended Classification (please circle):</th>
<th>G</th>
<th>G (8+)</th>
<th>M (15+)</th>
</tr>
</thead>
</table>

**Recommended Consumer Advice:** Medium Level Animated Violence

**Authorised Assessor’s Signature:**

**Date:** 7/03/20
Board Report

CLASSIFICATION BOARD

DETAILS OF THE FILM:

Title: BAD SANTA
File No: T04/858
Processing Date: 15/03/04

Version: ORIGINAL
Format: 35 mm
Duration: 91 MINUTE(S)
Producer: BOB WEINSTEIN/ SARAH AUBREY/ JOHN CAMERON
Director: TERRY ZWIGOFF
Production Co: MIRAMAX FILMS
Country Of Origin: USA
Language: ENGLISH
Colour/B&W: Colour
Application Type: dual PE + S/H 91-120 mins
Applicant: BUENA VISTA INTERNATIONAL (AUSTRALIA) PTY LTD

PROCEDURE:
The Classification (Publications, Films and Computer Games) Act 1995, and the Classification Guidelines approved by the standing Committee of Attorneys General, are followed when classifying films.

Item Viewed: YES Viewing Date: 15/03/04
Written submissions: NO Oral submissions: NO

MATERIAL CONSIDERED:
In classifying this item regard was had to the following:

(i) The Application YES
(ii) A written synopsis of the item YES
(iii) The Item YES
(iv) Other NO

DECISION
(1) Classification: MA
(2) Consumer Advice: FREQUENT COARSE LANGUAGE SEXUAL REFERENCES
(3) Key: L(f-m-j) O(sexual references)
(4) Ratified By: ________________________
   (Senior Classifier)

Classification Board Decision: BAD SANTA
SYNOPSIS:
Each Christmas, Willie the drunk and Marcus the dwarf find employment at a local mall where they play Santa and his elf until Christmas Eve, when the pair rob the store, taking off with thousands of dollars in cash and merchandise. After another drunken stint in Miami, Willie, having spent all his money on booze, returns for his regular season of robbery only to find his plans are not as he expected when he runs into inquisitive child, Thurman Merman.

REASONS FOR THE DECISION:
In the Board's view this film warrants an MA classification as, in accordance with Part 4 of the Films Table of the National Classification Code, it is unsuitable for viewing by persons under 15.

Pursuant to the Guidelines for the Classification of Films and Computer Games, this film is classified MA as the impact of the classifiable elements is strong. Material classified MA/MA(15+) is considered unsuitable for persons under 15 years of age. It is a legally restricted category.

COARSE LANGUAGE
Coarse language is frequent and strong in impact.

Throughout the film, Willie and Marcus constantly swear at each other and those around them, forming the basis of their rogue characters.

There is frequent use of the word "fuck", often in an aggressive sense as well as infrequent use of the word "motherfucker".

Due to the aggressive (although comical) nature of this language, the viewing impact of such material is strong.

SEXUAL REFERENCES
Sexual references are relatively infrequent but strong in impact.

There are a number of sexual references throughout the film as well as some moderate sex scenes. While the Board is of the view that the sex scenes can be accommodated at the M level, the cumulative effect of these scenes and the verbal sexual references attached create a strong viewing impact. Therefore the sex scenes and verbal references have been subsumed into the broader consumer advice of 'sexual references'.

The strongest examples are as follows.

At 14.00 minutes Willie and Marcus are discussing their job with the new boss, Bob. The boss mentions their 'performance' and Willie automatically assumes he is referring to his sexual performance. He verbally attacks the boss saying, "Are you saying something is wrong with my sexual performance...my fuckstick?".

At 22.00 minutes Willie picks up a waitress in a bar. The pair are then seen in a car, implicitly having sex, the female vigorously thrusting atop the male. While the scene is shot with the viewer looking from a distance through the drivers side window of the car, the impact is strong due to the female who is yelling, "F*ck me Sacta..f*ck me Santa, f*ck me Sacta, f*ck me Sacta". She repeats this a number of times. She then tells Willie that her "thing" for Santa stems back to childhood. Willie tells that his "thing for tits" does too.

At 28.00 minutes Bob hears noises coming from the change rooms in the department store. He walks in and sees two pairs of feet on the floor, one belonging to a woman and the other to Willie (because of the red pants and Santa boots). The pair appear to be thrusting, engaged in sexual activity, and Bob runs off. Willie is heard to say to the woman, "Yeah baby...you ain't gonna shit right for a week" implying they are having anal sex.

At 32.00 minutes this comment is repeated by Bob who is trying to get Willie into trouble with the security chief. Bob says, "What a man does with his own penis is his own business" and makes a reference to "screaming orgasms". The security chief also refers to "f*cking someone in the ass".

At 33.00 minutes Willie asks a woman to come over to his car. She says no because "Last time I didn't shit right for a week".

At 44.00 minutes Willie and the waitress are shown in the spa outside, implicitly having sex. The pair are thrusting together and water splashes out of the spa. Willie's Santa hat can also be seen bobbing up and down as the waitress again screams, "F*ck me Sacta".

At 60.00 minutes Marcus is arguing with the security chief and says, "These lips were on your wife's pussy last night...why don't you dust that thing off once in a while".

The Board also notes a scene at 61.00 minutes where Willie is sitting in a car with the engine on and a hose inserted into the window, attempting to kill himself. In the unanimous view of the Board, while this scene is present, it is brief and mitigated by the fact that Willie chooses not to die in the end and can therefore be accommodated at a lower classification.

Classification Board Decision: BAD SANTA
Board Report

CLASSIFICATION BOARD

DETAILS OF THE FILM:

FILE No: T04/1067
Processing Date: 2/4/04

Title: JERSEY GIRL
Version: ORIGINAL
Format: 35 mm
Duration: 103 MINUTE(S)
Producer: SCOTT MOSIER/ KEVIN SMITH
Director: KEVIN SMITH
Production Co: MIRAMAX FILMS
Country Of Origin: USA
Language: ENGLISH
Colour/B&W: Colour
Application Type: dual PE + S/H 91-120 mins
Applicant: BUENA VISTA INTERNATIONAL (AUSTRALIA) PTY LTD

PROCEDURE:
The Classification (Publications, Films and Computer Games) Act 1995, and the Classification Guidelines approved by the standing Committee of Attorneys General, are followed when classifying films.

Item Viewed: YES Viewing Date: 2/4/04
Written submissions: NO Oral submissions: NO

MATERIAL CONSIDERED:
In classifying this item regard was had to the following:

(i) The Application YES
(ii) A written synopsis of the item YES
(iii) The Item YES
(iv) Other NO

DECISION
(1) Classification: M
(2) Consumer Advice:
SEXUAL REFERENCES
MATURE THEMES
LOW LEVEL COARSE LANGUAGE

(3) Key:
L(i-i-j) O(sexual references, mature themes)

(4) Ratified By:
(Senior Classifier)

Classification Board Decision: JERSEY GIRL
SYNOPSIS:
Oliver Trinke has everything; a great job, wife and idyllic life in New York before tragically losing his wife during the birth of their first baby. At first Oliver can't cope with his new daughter, loses everything and moves back to his father's home.
Back in New Jersey Oliver rebuilds his life with his daughter and father, and discovers love once again.

REASONS FOR THE DECISION:
In the Board's view this film warrants an M classification as, in accordance with Part 5 of the Films Table of the National Classification Code, it cannot be recommended for viewing by persons who are under 15.

Pursuant to the Guidelines for the Classification of Films and Computer Games, this film is classified M as the impact of the classifiable elements is moderate. Material classified M/M(15+) is not recommended for persons under 15 years of age. There are no legal restrictions on access.

The film warrants an M classification for sexual references, mature themes and low level coarse language that is no higher than moderate in impact.

Sexual references;
Frank discussions about sex and masturbation, and references to sexual activity occur with moderate frequency throughout the film. The impact of these references does not exceed moderate. The strongest examples include;

At 43 minute Oliver tries to discreetly rent a "porn" movie from the adult section of a video store only to be confronted by Maya who is researching pornography and family men.

At 50 minutes Oliver and Maya meet for lunch and Maya asks if Oliver rents the videos for masturbation. She then asks how often he masturbates, to which he replies "3 or 4 times a week". Maya then informs Oliver "I do it twice a day", claiming to get bored easily and have a healthy sexual appetite.
The couple talk more about sex, decide to engage in casual sex and are then depicted kissing and removing one another's clothes. Oliver kisses Maya's breast (she still wears a bra) before the pair are interrupted by Oliver's daughter coming home.

Character's make references 'boked out whores' (8 minutes) for example as well as at 27 minutes when the father tells his son "no whores" are allowed in his house. Several character make discreet references to sexual activity.

Mature themes;
Mature themes dealt with in the film are no higher than moderate in impact and are justified by context. For example;

At 11 minutes Oliver's wife is depicted delivering their baby. After the baby is born she passes out and the doctors try desperately to resuscitate her. Oliver is dragged yelling from the hospital room. Moments later a doctor informes Oliver that she had an aneurism and that "we lost her". Oliver collapses to the ground crying and is depicted catatonic in the next scene at the funeral.

The loss of Oliver's wife and Gertie's mother is a constant theme of the film.

At 40 minutes a scene occurs in which seven year old Gertie and her seven year old friend Brian implicitly show their genitals to one another. The depiction is brief, lacks detail and comic in nature.

Coarse language;
Strong coarse language is infrequent and justified by context.
At 13 minutes Oliver uses the term "fuck you" with moderate aggression, being very distraught at the hospital. Terms such as "shit" and "shithed" are used moderately throughout the film.

Classification Board Decision: JERSEY GIRL
Title of Computer Game: R:RACING

Other title(s) (if any): R:Racing: Evolution

Platform(s) (e.g. PC, CGB, GBA, PS1, PS2, X-BOX, GC, N-Gage etc.): Multi-platform

Name of Applicant:

Name of Authorised Assessor:

Description of Game (more than one box may be ticked)

☐ Action / Adventure ☑ Driving ☐ Simulation ☐ 1st Person Shooter

☐ Arcade & Puzzle ☐ Platform ☐ Sports ☐ Other (describe):

☐ Beat 'em Up ☐ Role Playing Game ☐ Strategy & War

Structure of the Game

Describe the game play (including levels):
The game is an arcade car-racing game. It involves winning races, upgrading your car and winning money. There is also a story based element to the game, that is focussed on the above. The tracks are a mix of real world and fictitious tracks.

Describe special features of the game (including cut scenes, full motion video sequences, introduction sequence, multiplayer options):
The intro sequence focuses on the storyline of the product. The story tracks the development of a female characters driving ability.

Describe the perspective (1st/3rd person, top-down view, etc.):
There are 3rd and first person view perspectives.

If there is insufficient space above to describe the Structure of the game, attach an extra page containing any additional detail or description.

NOTE: MA (15+)
If during your assessment you reach the conclusion that an element reaches the MA (15+) classification, continue the assessment and complete the section used to describe the element (pg 4). If your consideration results in a conclusion that the game may be classified MA (15+), the report is no longer an Authorised Assessor Recommendation but it can be included as a document for the purposes of section 17(1)(e)(v) of the Classification (Publications, Films and Computer Games) Act 1995 (a description of game play).
Mark the □ in each of the following tables below to indicate which classifiable elements are contained in the game and their impact. The descriptors have been taken from the Guidelines for the Classification of Films and Computer Games 2003. Describe the classifiable element(s) that contribute to the recommendation on page 4.

### THEMES ❌none

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact Test</th>
<th>Classifiable Element - THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>G (General)</td>
<td>very mild</td>
<td>The treatment of themes should have a very low sense of threat or menace, and be justified by context.</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild</td>
<td>The treatment of themes should generally have a low sense of threat or menace and be justified by context.</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate</td>
<td>The treatment of themes may have a moderate sense of threat or menace, if justified by context.</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong</td>
<td>The treatment of strong themes should be justified by context.</td>
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### VIOLENCE ❌none

<table>
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<th>Category</th>
<th>Impact Test</th>
<th>Classifiable Element - VIOLENCE</th>
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<tbody>
<tr>
<td>G (General)</td>
<td>very mild</td>
<td>Violence should have only a low sense of threat or menace, and be justified by context. Sexual violence is not permitted.</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild</td>
<td>Violence should be mild and infrequent, and be justified by context. Sexual violence is not permitted.</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate</td>
<td>Moderate violence is permitted, if justified by context. Sexual violence should be very limited and justified by context.</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong</td>
<td>Violence should be justified by context. Sexual violence may be implied, if justified by context.</td>
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### SEX ❌none

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<tr>
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<td>Sexual activity should be very mild and very discreetly implied, and be justified by context.</td>
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<tr>
<td>G (8+) (General)</td>
<td>mild</td>
<td>Sexual activity should be mild and discreetly implied, and be justified by context.</td>
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<tr>
<td>M (15+) (Mature)</td>
<td>moderate</td>
<td>Sexual activity should be discreetly implied, if justified by context.</td>
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<tr>
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<td>strong</td>
<td>Sexual activity may be implied.</td>
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## LANGUAGE

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<tr>
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<td>Coarse language should be very mild and infrequent, and be justified by context. ✓</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild</td>
<td>Coarse language should be mild and infrequent, and be justified by context. □</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate</td>
<td>Coarse language may be used. Aggressive or strong coarse language should be infrequent and justified by context. □</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong</td>
<td>Strong coarse language may be used. Aggressive or very strong coarse language should be infrequent. □</td>
</tr>
</tbody>
</table>

## DRUG USE

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact Test</th>
<th>Classifiable Element: DRUG USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>G (General)</td>
<td>very mild</td>
<td>Drug use should be implied only very discreetly, and be justified by context. □</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild</td>
<td>Drug use should be justified by context. □</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate</td>
<td>Drug use should be justified by context. □</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong</td>
<td>Drug use should be justified by context. □</td>
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</table>

## NUDITY

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact Test</th>
<th>Classifiable Element: NUDITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>G (General)</td>
<td>very mild</td>
<td>Nudity should be justified by context. ✓</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild</td>
<td>Nudity should be justified by context. □</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate</td>
<td>Nudity should be justified by context. □</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong</td>
<td>Nudity should be justified by context. □</td>
</tr>
</tbody>
</table>
**Classification and Consumer Advice**

The following table will assist you in making your final recommendation, including consumer advice.

Please tick the elements that you have assessed on the previous pages.

<table>
<thead>
<tr>
<th></th>
<th>NOT in game</th>
<th>G</th>
<th>G (8+)</th>
<th>M (15+)</th>
<th>MA (15+)</th>
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</thead>
<tbody>
<tr>
<td>THEMES</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SEX</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRUG USE</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUDITY</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

Mark the classifiable element(s) that contribute to the recommendation:

☐ THEMES  ☐ VIOLENCE  ☐ SEX  ☑ LANGUAGE  ☐ DRUG USE  ☐ NUDITY

Describe the classifiable element(s) that contribute to the recommendation, including G:

The game is purely based on racing real cars around real world and fictitious tracks. As in all car games the player will hit other cars in the races.

The storyline section of the product focuses on the driving ability and development of the female characters.

There is very mild coarse language, such as arse and bastard, which other driver’s say during the races. These are heard as drivers put pressure on others or overtake them.

There is a very mild depiction of nudity – in a video clip the female character is in the shower, the camera pans over her back.

If there is insufficient space above to describe the classifiable element(s) of the game, attach an extra page containing any additional detail or description.
Consumer Advice

Remember that the consumer advice must match the elements that are present at the highest category only.

Use the table and description on page 4 to assist you in deciding the consumer advice.

You must also consider the frequency and impact of classifiable elements to devise the most appropriate consumer advice, for example, when choosing between low level and high level animated violence.

Write your recommended classification and consumer advice in the table below.

<table>
<thead>
<tr>
<th>Recommended Classification (please circle)</th>
<th>G</th>
<th>G &amp; D</th>
<th>M (15+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended Consumer Advice:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Title of Computer Game: KILL.SWITCH

Other title(s) (if any):

Platform(s) (e.g. PC, CGB, GBA, PS1, PS2, X-BOX, GC, N-Gage etc.): PS2

Name of Applicant:

Name of Authorised Assessor:

Description of Game (more than one box may be ticked)

☐ Action / Adventure  ☐ Driving  ☐ Simulation  ☐ 1st Person Shooter

☐ Arcade & Puzzle  ☐ Platform  ☐ Sports  ☐ Other (describe):

☐ Beat 'em Up  ☐ Role Playing Game  ☐ Strategy & War  shoot 'em up

Structure of the Game

Describe the game play (including levels):

Adept in the handling of a huge array of weaponry, you specialise in solo missions, taking out hordes of enemy soldiers whilst making clinical use of the environment to stay alive and get the job done.

Your objective is to complete tactical missions in global ‘hotspots’ including the Middle East, the Caspian Sex region and North Korea. If you live through those, you just might begin to piece together an explanation; with every successful deployment you take a step closer to understanding exactly who is giving the orders, and why the military is using your skills for seemingly less than honourable reasons.

Describe special features of the game (including cut scenes, full motion video sequences, introduction sequence, multiplayer options):

OFFENSIVE COVER SYSTEM – Make dynamic use of your environment, taking cover wherever you can – shield behind objects and time your attacks from protected position. Almost anything in the environment can be used as cover.

BLINDFIRE – Lay down suppressing fire without even looking!

SOPHISTICATED ENEMIES – Enemies can make use of the same tactics that are available to you, including the offensive cover system and blindfire. They also communication with each other and use team-based tactics to flush you out and take you down.

15 ACTION-PACKED SCENARIOS – Compelling, story-driven campaign featuring diverse missions and objectives that span the globe. Missions include eliminating officials, launching missiles, scuttling submarines
and evacuating oil rigs, and are based around global ‘hotspots’ such as the Middle East, the Caspian Sea region, Southeast Asia and North Korea. There is also a training session and a showdown in the USA.

WEAPONRY – Make tactical use of a varied arsenal of weapons, including machine guns, sniper rifles and grenade launchers.

Describe the perspective (1st/3rd person, top-down view, etc.):
The camera view is from behind the player (3rd person) and you see the full figure of your character.

NOTE: MA (15+)
If during your assessment you reach the conclusion that an element reaches the MA (15+) classification, continue the assessment and complete the section used to describe the element (pg 4). If your consideration results in a conclusion that the game may be classified MA (15+), the report is no longer an Authorised Assessor Recommendation but it can be included as a document for the purposes of section 17(1)(e)(v) of the Classification (Publications, Films and Computer Games) Act 1995 (a description of game play).
Mark the □ in each of the following tables below to indicate which classifiable elements are contained in the game and their impact. The descriptors have been taken from the *Guidelines for the Classification of Films and Computer Games 2003*. Describe the classifiable element(s) that contribute to the recommendation on page 4.

### THEMES

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact level</th>
<th>Classifiable Element</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>G (General)</td>
<td>very mild □</td>
<td>The treatment of themes should have a very low sense of threat or menace, and be justified by context.</td>
<td>□</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild □</td>
<td>The treatment of themes should generally have a low sense of threat or menace and be justified by context.</td>
<td>□</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate □</td>
<td>The treatment of themes may have a moderate sense of threat or menace, if justified by context.</td>
<td>□</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong □</td>
<td>The treatment of strong themes should be justified by context.</td>
<td>□</td>
</tr>
</tbody>
</table>

### VIOLENCE

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact level</th>
<th>Classifiable Element</th>
<th>Violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>G (General)</td>
<td>very mild □</td>
<td>Violence should have only a low sense of threat or menace, and be justified by context. Sexual violence is not permitted.</td>
<td>□</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild □</td>
<td>Violence should be mild and infrequent, and be justified by context. Sexual violence is not permitted.</td>
<td>□</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate □</td>
<td>Moderate violence is permitted, if justified by context. Sexual violence should be very limited and justified by context.</td>
<td>□</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong □</td>
<td>Violence should be justified by context. Sexual violence may be implied, if justified by context.</td>
<td>□</td>
</tr>
</tbody>
</table>

### SEX

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact level</th>
<th>Classifiable Element</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>G (General)</td>
<td>very mild □</td>
<td>Sexual activity should be very mild and very discreetly implied, and be justified by context.</td>
<td>□</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild □</td>
<td>Sexual activity should be mild and discreetly implied, and be justified by context.</td>
<td>□</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate □</td>
<td>Sexual activity should be discreetly implied, if justified by context.</td>
<td>□</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong □</td>
<td>Sexual activity may be implied.</td>
<td>□</td>
</tr>
</tbody>
</table>
### LANGUAGE

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact Test</th>
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<tbody>
<tr>
<td><strong>G (General)</strong></td>
<td>very mild</td>
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</tr>
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### DRUG USE

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<tr>
<td><strong>G (General)</strong></td>
<td>very mild</td>
<td>Drug use should be implied only very discreetly, and be justified by context.</td>
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<td><strong>G (8+) (General)</strong></td>
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<td>Drug use should be justified by context.</td>
</tr>
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<td>moderate</td>
<td>Drug use should be justified by context.</td>
</tr>
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<td><strong>MA (15+) (Mature restricted)</strong></td>
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</table>

### NUDITY

<table>
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<tr>
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<th>Impact Test</th>
<th>Classifiable Element</th>
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</thead>
<tbody>
<tr>
<td><strong>G (General)</strong></td>
<td>very mild</td>
<td>Nudity should be justified by context.</td>
</tr>
<tr>
<td><strong>G (8+) (General)</strong></td>
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<td>Nudity should be justified by context.</td>
</tr>
<tr>
<td><strong>M (15+) (Mature)</strong></td>
<td>moderate</td>
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</tr>
<tr>
<td><strong>MA (15+) (Mature restricted)</strong></td>
<td>strong</td>
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</table>
Classification and Consumer Advice

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Please tick the elements that you have assessed on the previous pages.

<table>
<thead>
<tr>
<th></th>
<th>NOT in game</th>
<th>G</th>
<th>G (8+)</th>
<th>M (15+)</th>
<th>MA (15+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEMES</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIOLENCE</td>
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<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEX</td>
<td>✓</td>
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</tr>
<tr>
<td>LANGUAGE</td>
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<td>DRUG USE</td>
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<tr>
<td>NUDITY</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mark the classifiable element(s) that contribute to the recommendation:

☐ THEMES ☑ VIOLENCE ☐ SEX ☐ LANGUAGE ☐ DRUG USE ☐ NUDITY

Describe the classifiable element(s) that contribute to the recommendation, including G:

- Weapons are a variety of guns and grenades
- Killing enemies with weapons
- Can walk up behind an enemy and hit them with your gun
- Shoot people to complete missions and assassinate certain people
- No blood, enemies crouch when you fire at them then fall over and die. No blood is seen when they are on the ground

If there is insufficient space above to describe the classifiable element(s) of the game, attach an extra page containing any additional detail or description.
Consumer Advice

Remember that the consumer advice must match the elements that are present at the highest category ONLY.

Use the table and description on page 4 to assist you in deciding the consumer advice.

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Write your recommended classification and consumer advice in the table below.

<table>
<thead>
<tr>
<th>Recommended Classification (please circle)</th>
<th>G (ALL)</th>
<th>PG</th>
<th>PG (S)</th>
<th>M (15+)</th>
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<tr>
<td>Recommended Consumer Advice</td>
<td>MEDIUM LEVEL ANIMATED VIOLENCE</td>
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<td></td>
</tr>
</tbody>
</table>
DETAILS OF THE FILM:

Title: TWO MEN WENT TO WAR
Version: ORIGINAL
Format: 35 mm
Duration: 109 MINUTE(S)
Producer: IRA TRATTNER/ PAT HARDING
Director: JOHN HENDERSON
Production Co: LITTLE WING FILMS
Country Of Origin: UK
Language: ENGLISH
Colour/B&W: Colour
Application Type: dual PE + S/H 91-120 mins
Applicant: RIALTO ENTERTAINMENT

PROCEDURE:
The Classification (Publications, Films and Computer Games)Act 1995, and the Classification Guidelines approved by the standing Committee of Attorneys General, are followed when classifying films.

Item Viewed: YES Viewing Date: 5/4/04
Written submissions: NO Oral submissions: NO

MATERIAL CONSIDERED:
In classifying this item regard was had to the following:

(i) The Application YES
(ii) A written synopsis of the item YES
(iii) The Item YES
(iv) Other NO

DECISION
(1) Classification: PG
(2) Consumer Advice: LOW LEVEL COARSE LANGUAGE
LOW LEVEL VIOLENCE
(3) Key: V(i-l-j) L(i-l-j)
(4) Ratified By: [
   (Senior Classifier) /
   /
   /

Classification Board Decision: TWO MEN WENT TO WAR
SYNOPSIS:
A comedy-drama based on a true story in which two British Army dentists set out to invade occupied France during World War II.

REASONS FOR THE DECISION:
When making decisions the Classification Board (the Board) follows the procedures set out in the Classification (Publications, Films and Computer Games) Act 1995 (the Act). The Board also applies the National Classification Code and the Classification Guidelines, while taking into account the matters set out in Section 11 of the Act.

In the Board's view this film warrants a PG classification as, in accordance with Part 6 of the Films Table of the National Classification Code, it cannot be recommended for viewing by persons who are under 15 without the guidance of their parents or guardians.

Pursuant to the Guidelines for the Classification of Films and Computer Games, this film is classified PG as the impact of the classifiable elements is mild. Material classified PG/G(8+) may contain material which some children find confusing or upsetting, and may require the guidance of parents or guardians. It is not recommended for viewing by persons under 15 without guidance from parents or guardians.

The classifiable elements are low-level coarse language and violence, neither of which exceed a mild viewing impact.

COARSE LANGUAGE

The film contains infrequent use of coarse language - in the form of "bastard", "arse", "turd", and "piss off" - that is justified by the context of the plot and characterisations.

VIOLENCE

The film contains infrequent instances of violence that are justified within the context of the plot.

At approximately 57.30 minutes Private Cuthbertson has a rifle held to his head by a Frenchwoman as he steals some items of food. She leads him inside at gunpoint, gives him a pie and releases him.

At approx. 66.00 minutes Sergeant King hits a German soldier on the back of the head with a shovel (in a tightly framed shot). The soldier falls from frame and his unconscious form is seen again in a post action visual (at approx. 68.00 minutes) being held up by Sgt King to fool any watching Germans into thinking a signal control box is still manned.

At approx. 86.30 minutes Pvt Cuthbertson runs into a room as German soldiers pursue him. The soldiers stop at the entrance and fire into building. At approx. 87.00 minutes Sgt King fires haphazardly at an approaching motorcycle thinking that Pvt Cuthbertson has just been killed. The rider of the motorcycle is then revealed to be the private.

At approx. 94.30 minutes Sgt King and Pvt Cuthbertson fire at a water mine floating toward the boat. There is an implied explosion and a large amount of smoke is seen. Immediately afterward the pair are depicted being interrogated with burns and/or cuts visible on Sgt King's face and upper body and on Pvt Cuthbertson's face.
DETAILS OF THE FILM:

Title: TOM WHITE
Version: ORIGINAL
Format: 35 mm
Duration: 106 MINUTE(S)
Producer: DANIEL SCHARF/ ALKINOS TSILIMIDOS
Director: ALKINOS TSILIMIDOS
Production Co: NOT SHOWN
Country Of Origin: AUSTRALIA
Language: ENGLISH
Colour/B&W: Colour
Application Type: dual PE + S/H 91-120 mins
Applicant: PALACE FILMSP/L

FILE No T04/1346
Processing Date: 7-MAY-2004

PROCEDURE:
The Classification (Publications, Films and Computer Games)Act 1995, and the Classification Guidelines approved by the standing Committee of Attorneys General, are followed when classifying films.

Item Viewed: YES Viewing Date: 7-MAY-2004
Written submissions: NO Oral submissions: NO

MATERIAL CONSIDERED:
In classifying this item regard was had to the following:

(i) The Application YES
(ii) A written synopsis of the item YES
(iii) The Item YES
(iv) Other NO

DECISION
(1) Classification: M
(2) Consumer Advice: DRUG USE ADULT THEMES, VIOLENCE STRONG COARSE LANGUAGE NUDITY
(3) Key: V(i-m-j) O(drug use, adult themes, strong coarse language, nudity)
(4) Ratified By: ____________________________
(Senior Classifier)

Classification Board Decision: TOM WHITE
SYNOPSIS:
Tom White charts the rise and fall of a middle-class businessman. After an emotional breakdown Tom is transformed from an employed family man to a homeless vagrant. During this period of self-discovery Tom meets other people who are also on society's fringes. The old Tom disintegrates as he reaches the nadir of his life before he emerges in a form that approaches enlightenment.

REASONS FOR THE DECISION:
In the Board's view this film warrants an M classification as, in accordance with Part 5 of the Films Table of the National Classification Code, it cannot be recommended for viewing by persons who are under 15. Pursuant to the Guidelines for the Classification of Films and Computer Games, this film is classified M as the impact of the classifiable elements is moderate. Material classified M/M(15+) is not recommended for persons under 15 years of age. There are no legal restrictions on access.

The classifiable elements in this film are drug use, language, themes, violence and nudity.

Drug use
This film contains images of drug use that are infrequent and justified by context. These sequences are discussed below.
At three minutes a syringe is shown being held up to the light. Separate images of a man and woman are shown before the woman falls backwards onto a bed.
At four minutes three boys are shown. The camera pans and captures two boys handing a bag on to the next. The camera briefly catches the third boy as he removes the bag from his face and then falls sideways to the ground.
At 24 minutes Matt offers Tom a joint. Tom declines and Matt continues to smoke the joint.
At 33 minutes, Matt asks "Have you taken your pills? I'll have to get another prescription".

The impact of this element is moderate and warrants an M classification.

Language
This film contains coarse language that is infrequent and justified by context. This includes numerous uses of 'fuck', and its variants, used naturally and incidentally, comedic and, infrequently, aggressive ways.
There are also at least two uses of cunt language: At 40 minutes when a man asks naturally and incidentally "Who's this cunt?" and at 57 minutes when an anguished Tom says "That cunt" in a muffled way. A subsequent use of cunt may also have been made at 94 minutes, when Tom is bundled into the back of a police van, but it is indistinct.
The Board considers that this language is used in such a way that it accurately reflects the characters of its down-at-heel speakers. As such the Board believes that this language has an impact that is no higher than moderate and as such warrants an M classification.

Themes
This film contains themes of an adult nature that have a moderate sense of threat or menace and are justified by context. Tom's first street contact is a young male prostitute Matt who takes Tom in after Tom helps him. At one stage Matt asks Tom "Do you want to come to bed with me?", to which Tom declines. A symbiotic relationship develops between the two until Matt decides that he wants more than a platonic relationship and asks Tom to leave. Another theme concerns the relationship between the former drug addict Christine and Tom. Both characters are damaged and in crisis but their lives are improved by their contact with each other. This contact includes a brief implied sexual scene between Tom and Christine at 48 minutes. Each character is shown in individual head-and-shoulders shots panting and moving before they break down and cries in Christine's arms. No nudity is shown.
At 71 minutes it's night and Tom is outside a caravan inside which Malcolm and his girlfriend are having sex. Tom's back is to the camera, his body in shadow, as he briefly, implicitly masturbates before yelling out "You fucking animal". Once again the sexual aspect of the scene is almost secondary to Tom's despair.
The impact of these themes is moderate and warrants an M classification.

Violence
This film contains violence that is infrequent and justified by context.
At 30 minutes Matt and Tom are set upon by three hooded men in a dark alley. There is a brief flurry of implied punches before the assailants rush off.
At 53 minutes Christine's former drug dealer Phil loses control of his ferocious Rottweiler dog. The dog leaps upon Christine. A brief visual shows the dog on top of Christine but only the woman's and the dog's legs are shown. Later Tom finds Christine wounded on the floor. A post-action visual reveals Christine's bloody face.
At 56 minutes Tom waits in the dark for Phil and his dog. When the two arrive Tom hits the dog with an iron bar - this takes place below screen and is not shown. Tom then implicitly hits Phil who is shown on the ground with a bloody head. Malcolm arrives and prevents any further violence.

Classification Board Decision: TOM WHITE
At 93 minutes Tom is at the home of his young friend Jet when police raid the house to arrest Jet’s father. Police hit Tom twice as he protests. Tom and Jet’s father are then bundled into a police van.
The impact of this element is moderate and warrants an M classification.

Nudity

This film contains images of nudity that are infrequent and justified by context.
This element comprises one brief scene of full-frontal male nudity when Tom emerges from bed after a night of heavy drinking with young male prostitute Matt. There is no suggestion of a sexual context to this nudity. Tom makes it clear the two are simply friends.
The impact of this element is moderate and warrants an M classification.

Decision

In summary the majority decision of the Board is as follows: Tom White is a carefully made, complex film set over a relatively long time-period. It contains disparate elements that individually are moderate in impact and due to the episodic nature of the film do not have a cumulative effect. As such the overall impact of this film is moderate and it warrants an M classification.

Minority view

A minority view of the Board holds that the elements in Tom White have a cumulative impact that is strong and as such it warrants an MA classification for adult themes. This view also believes that the use of cunt language is more appropriately accommodated at the MA classification.
Title of Computer Game: Tak and the Power of Juju
Other title(s) (if any): ____________________________

Platform(s) (e.g. PC, CGB, GBA, PS1, PS2, X-BOX, GC, N-Gage etc.): PS2

Name of Applicant: ____________________________
Name of Authorised Assessor: _______________________

Description of Game (more than one box may be ticked)

☐ Action / Adventure ☐ Driving ☐ Simulation ☐ 1st Person Shooter
☐ Arcade & Puzzle ☐ Platform ☐ Sports ☐ Other (describe): ____________________________
☐ Beat 'em Up ☐ Role Playing Game ☐ Strategy & War ..............................................

Structure of the Game

Describe the game play (including levels): Tak and the Power of Juju is a tale of good vs evil set in an ancient tribal world where magic (Juju) actually works. A fantastical setting where the perils that the hero faces are lightheartedly amusing and entertaining. Tak, a young shaman’s apprentice and unlikely hero, must recover moonstones stolen by an evil Juju man to save the Moon Juju and restore her powers. Tak will have to stretch beyond his training and use his wits, his environment and the power of the Juju gods to overcome the villain, return the five moonstones to the Temple of the Moon Juju and reinstate peace in his mystical world.

Describe special features of the game (including cut scenes, full motion video sequences, introduction sequence, multiplayer options): CG animation to enhance story and game play progression

Describe the perspective (1st/3rd person, top-down view, etc.): 3rd person perspective

If there is insufficient space above to describe the structure of the game, attach an extra page containing any additional detail or description.

NOTE: MA (15+)
If during your assessment you reach the conclusion that an element reaches the MA (15+) classification, continue the assessment and complete the section used to describe the element (pg 4). If your consideration results in a conclusion that the game may be classified MA (15+), the report is no longer an Authorised Assessor Recommendation but it can be included as a document for the purposes of section 17(1)(e)(v) of the Classification (Publications, Films and Computer Games) Act 1995 (a description of game play).
Mark the □ in each of the following tables below to indicate which classifiable elements are contained in the game and their impact. The descriptors have been taken from the *Guidelines for the Classification of Films and Computer Games 2003*. Describe the classifiable element(s) that contribute to the recommendation on page 4.

### THEMES

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact test</th>
<th>Classifiable Element - THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>G (General)</td>
<td>very mild</td>
<td>The treatment of themes should have a very low sense of threat or menace, and be justified by context.</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild</td>
<td>The treatment of themes should generally have a low sense of threat or menace and be justified by context.</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate</td>
<td>The treatment of themes may have a moderate sense of threat or menace, if justified by context.</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong</td>
<td>The treatment of strong themes should be justified by context.</td>
</tr>
</tbody>
</table>

### VIOLENCE

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact test</th>
<th>Classifiable Element - VIOLENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>G (General)</td>
<td>very mild</td>
<td>Violence should have only a low sense of threat or menace, and be justified by context. Sexual violence is not permitted.</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild</td>
<td>Violence should be mild and infrequent, and be justified by context. Sexual violence is not permitted.</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate</td>
<td>Moderate violence is permitted, if justified by context. Sexual violence should be very limited and justified by context.</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong</td>
<td>Violence should be justified by context. Sexual violence may be implied, if justified by context.</td>
</tr>
</tbody>
</table>

### SEX

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact test</th>
<th>Classifiable Element - SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>G (General)</td>
<td>very mild</td>
<td>Sexual activity should be very mild and very discreetly implied, and be justified by context.</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild</td>
<td>Sexual activity should be mild and discreetly implied, and be justified by context.</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate</td>
<td>Sexual activity should be discreetly implied, if justified by context.</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong</td>
<td>Sexual activity may be implied.</td>
</tr>
<tr>
<td>Category</td>
<td>Impact test</td>
<td>Classifiable Element - LANGUAGE</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>G (General)</td>
<td>very mild</td>
<td>Coarse language should be very mild and infrequent, and be justified by context.</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild</td>
<td>Coarse language should be mild and infrequent, and be justified by context.</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate</td>
<td>Coarse language may be used. Aggressive or strong coarse language should be infrequent and justified by context.</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong</td>
<td>Strong coarse language may be used. Aggressive or very strong coarse language should be infrequent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact test</th>
<th>Classifiable Element - DRUG USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>G (General)</td>
<td>very mild</td>
<td>Drug use should be implied only very discreetly, and be justified by context.</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild</td>
<td>Drug use should be justified by context.</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate</td>
<td>Drug use should be justified by context.</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong</td>
<td>Drug use should be justified by context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact test</th>
<th>Classifiable Element - NUDITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>G (General)</td>
<td>very mild</td>
<td>Nudity should be justified by context.</td>
</tr>
<tr>
<td>G (8+) (General)</td>
<td>mild</td>
<td>Nudity should be justified by context.</td>
</tr>
<tr>
<td>M (15+) (Mature)</td>
<td>moderate</td>
<td>Nudity should be justified by context.</td>
</tr>
<tr>
<td>MA (15+) (Mature restricted)</td>
<td>strong</td>
<td>Nudity should be justified by context.</td>
</tr>
</tbody>
</table>
Classification and Consumer Advice

The following table will assist you in making your final recommendation, including consumer advice.

Please tick the elements that you have assessed on the previous pages.

<table>
<thead>
<tr>
<th></th>
<th>NOT in game</th>
<th>G</th>
<th>G (8+)</th>
<th>M (15+)</th>
<th>MA (15+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEMES</td>
<td>x</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>VIOLENCE</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SEX</td>
<td>x</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>DRUG USE</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUDITY</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mark the classifiable element(s) that contribute to the recommendation:

☐ THEMES ☐ VIOLENCE ☐ SEX ☐ LANGUAGE ☐ DRUG USE ☐ NUDITY

Describe the classifiable element(s) that contribute to the recommendation, including G:

If there is insufficient space above to describe the classifiable element(s) of the game, attach an extra page containing any additional detail or description.

When there is contact between two opponents, impact is shown as a bright flash. Once the opponent is defeated battle, the body lies motionless and bloodless while flashing and then disappears. There is no death scene upon the player of opponent’s demise.
Consumer Advice

Remember that the consumer advice must match the elements that are present at the highest category ONLY.

Use the table and description on page 4 to assist you in deciding the consumer advice.

You must also consider the frequency and impact of classifiable elements to devise the most appropriate consumer advice, for example, when choosing between low level and high level animated violence.

Write your recommended classification and consumer advice in the table below.

<table>
<thead>
<tr>
<th>Recommended Classification (please circle):</th>
<th>G</th>
<th>G (8+)</th>
<th>M (15+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended Consumer Advice:</td>
<td>Low level Animated violence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: 4 feb 04
Board Report

CLASSIFICATION BOARD

DETAILS OF THE COMPUTER GAME:

File No: T04/230
Processing Date: 5/4/04

Title: ROGUE OPS
Version: ORIGINAL
Format: Playstation 2
Duration: VARIABLE
Publisher: CAPCOM
Programmer:
Production Co:
Country Of Origin: AUSTRIA
Language: ENGLISH
Application Type: Computer game without Assessment
Applicant: THQ ASIA PACIFIC

PROCEDURE:
The Classification (Publications, Films and Computer Games) Act 1995, and the Classification Guidelines approved by the standing Committee of Attorneys General, are followed when classifying films.

Item Viewed: YES
Viewing Date: 5/4/04
Written submissions: NO
Oral submissions: NO

MATERIAL CONSIDERED:
In classifying this item regard was had to the following:

(i) The Application YES
(ii) A written synopsis of the item YES
(iii) The Item YES
(iv) Other NO

DECISION
(1) Classification: MA 15 +
(2) Consumer Advice: MEDIUM LEVEL ANIMATED VIOLENCE
(3) Key: V(i-m-a)
(4) Ratified By:

(Senior Classifier)

Classification Board Decision: ROGUE OPS
SYNOPSIS
A third-person perspective stealth game in which a woman must avenge the deaths of her husband and daughter at the hands of a terrorist organisation.

REASONS FOR THE DECISION
When making decisions the Classification Board (the Board) follows the procedures set out in the Classification (Publications, Films and Computer Games) Act 1995 (the Act). The Board also applies the National Classification Code and the Classification Guidelines, while taking into account the matters set out in Section 11 of the Act.

In the Board's view this computer game warrants an MA(15+) classification as, in accordance with Part 2 of the Computer Games Table of the National Classification Code, it is unsuitable for viewing or playing by persons under 15. Pursuant to the Guidelines for the Classification of Films and Computer Games, this computer game is classified MA(15+) as the impact of the classifiable elements is strong.

Material classified MA/MA(15+) is considered unsuitable for persons under 15 years of age. It is a legally restricted category.

The classifiable element is violence that does not exceed a strong impact.

ANIMATED VIOLENCE

The game play involves the use of a variety of weapons (for example guns and grenades) to kill enemy terrorists. When hit, blood burst sprays are visible and blood pools on the ground around their body. The player's character, Nikki Connors, can also be hit and blood burst sprays and blood pools are likewise evident. The player is able to continue shooting inert bodies as they lie on the ground with more blood spray and blood pool appearing, the player does not receive any additional rewards for this kind of game play and they in effect waste their ammunition.

The game play also involves the use of stealth to sneak up on opponents to use hand-to-hand combat techniques (including implied breaking of their knees and backs with pseudo martial arts moves) to eliminate them. This is shown in a full motion video where the impact of the body blows is heard and the skeletal frame of the victim flashes to show the damage being inflicted.

There are also implied interrogation/torture scenes — in one the player hears the implied interrogation of a captured operative, including the sound of body blows, screams and burning. Later the player finds the operative, whose face is bloody and bruised as a result of the interrogation. The interrogation itself is not seen, mitigating the overall impact.

The classification decision is based on Section 21A of the Classification (Publications, Films and Computer Games) Act 1995 which states that should the game subsequently be found to contain contentious material (whether through use of a code or otherwise) that was not brought to the attention of the Board and made available for viewing or demonstration before the classification was made, and that would have resulted in a different classification decision being made, the game is taken never to have been classified.