

The Establishment and Assumption of China Film and Television Drama Grading Standards

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Abstract: The purpose of this study is to explore the influence of violent content on the psychological and behavioral patterns of underage audiences, and to provide theoretical and empirical support for the construction of film and television grading standards suitable for the national conditions in China. The core goal of the study is to reveal the influence of violent content on aggressive behavior and emotional numbness of minors of different ages, and to analyze the regulatory role of family education environment in it. In order to achieve the research goal, a mixed research method combining quantitative and qualitative methods was adopted. The data of viewing behavior and psychological reaction of 300 underage audiences aged 6-18 were collected through questionnaire survey, and the causal relationship among the variables was verified by multiple regression analysis and structural equation model (SEM). The results show that the frequency of watching violent content is positively correlated with the aggressive behavior and emotional numbness effect of minors, and the family education environment has a significant regulatory effect on this negative effect, which is helpful to weaken the negative effect of violent content. According to the research conclusion, this paper puts forward some policy suggestions, such as establishing scientific and reasonable grading standards, strengthening family education guidance and promoting social co-governance, in order to promote the design and implementation of film and television grading system.

Keywords: Violent Content; Film and Television Grading System; Aggressive Behavior; Minors; Emotional Numbness Effect.

1. Introduction

1.1. Research Background

China's film and television industry has achieved an average annual growth rate of 15% in the past decade, but at present, China lacks a systematic and meticulous content grading system in film and television content supervision. The current content supervision system in China mainly relies on extensive content review, but lacks an effective grading early warning and guidance mechanism, which leads to minors' easy access to inappropriate content, which has potential psychological and behavioral effects [1]

Internationally, many countries have established a mature film and television rating system, which provides a scientific tool for protecting minors from the influence of bad content and assisting viewers to make reasonable movie choices. Compared with the foreign film and television classification system, China is still in the exploration stage in the legal basis, classification standards and implementation mechanism of content classification. The lack of a clear grading system makes it difficult to balance the development of the industry between protecting the audience and supporting creative freedom. Therefore, it is particularly urgent to explore and formulate a film and television classification system suitable for China's national conditions. [2]

The purpose of this study is to draw lessons from international advanced experience (such as MPAA, BBFC and EIRIN, etc.), and to design a set of scientific, reasonable and operational film and television content grading standards in combination with China's social and cultural characteristics and legal needs.

1.2. Research Purpose

- (1) reveal the psychological and behavioral influence mechanism of violent content on underage audience.
- (2) Analyze the regulatory role of family education environment.
- (3) Construct grading standards and implementation strategies suitable for China's national conditions.

1.3. Research Questions

This study focuses on the following three core research issues:

- (1) What is the psychological and behavioral influence mechanism of violent content on underage audience?
- (2) What is the moderating effect of family education environment between violent content and behavior patterns of underage audience?
- (3) How to construct a film and television classification system of violent content suitable for China's national conditions and ensure its effective implementation?

2. Literature Review

2.1. The Psychological and Behavioral Impact of Violent Content on Minors

In recent years, with the rapid development of film and television industry and online media, the presentation of violent content in various film and television works has become more and more common. This phenomenon has aroused widespread concern from all walks of life about the psychological and behavioral effects of violent content on minors. The research shows that, when minors are exposed to a lot of violent content in the process of watching movies,

they may be adversely affected in many aspects such as emotion, cognition and behavior, which will lead to the deviation of their socialization process and interpersonal communication mode. [3]

2.1.1. The Psychological Impact of Violent Content on Minors

Emotional Numbing: Long-term watching of violent content in film and television works may cause minors to become less sensitive to violence, thus reducing their sympathy and attention to real violence. This emotional numbness effect may further lead to apathy and affect their ability to perceive the pain of others, thus having a negative impact on their interpersonal communication and social behavior. [4] [5]

Increased Fear and Anxiety: Violent content may lead to minors' negative perception of the world, especially when the violent plot is too real or has strong visual impact. This kind

of excessive exposure to violence may cause anxiety among minors and even long-term fear of the social environment [6].

Aggression Triggering of Aggressive Behavior: Research shows that long-term exposure of violent content may lead to a significant increase in aggressive language, physical conflict and other behaviors of minors, and may affect their understanding of social rules and moral norms. [7]

2.1.2. The Influence of Violent Content on The Behavior of Minors

The influence of violent film and television content on minors' behavior is mainly reflected in imitating and reproducing these violent behaviors. Research shows that there is a significant positive correlation between the tendency of minors to imitate violent behavior and aggressive behavior and the frequency of their exposure to violent content [8]

Table 1. The influence of violent content on the aggressive behavior of minors

age group	Frequency of watching violent content	Show the proportion of aggression
6-12 years old	More than 3 times a week	40%
13-18 years old	More than 5 times a week	60%

The results show that with the increase of the frequency of watching violent content, the proportion of minors showing aggressive behavior has increased significantly, and among teenagers aged 13-18, 60% frequent viewers show higher aggressive behavior.

The confusion between reality and virtual violence, because minors' cognitive ability and emotional control ability are not fully mature, they often find it difficult to distinguish the difference between virtual plots and real life in film and television works. The content of violence may make their cognition of violence deviate, and even regard virtual violence in film and television works as an acceptable behavior mode in reality (Huesmann, 1986).

Distorted value and moral judgment, the Cultivation Theory holds that long-term viewing of certain types of content will affect individual values and world outlook (Gerbner, 1998). When minors are exposed to movies and TV works full of violence for a long time, they may gradually regard violence as a proper means to solve problems and have a sense of identity with violence in real life. Research shows that this recognition of violence may lead minors to prefer to use violence in the face of conflict or dissatisfaction, rather than communicating or solving problems through peaceful means. This distortion of values not only affects their behavior patterns, but also may form anti-social tendencies or criminal behaviors in the future [9]

3. Research Methods

3.1. Research Design

3.1.1. Proposing the Hypothesis

Based on social learning theory, emotional desensitization theory, gender role socialization theory and social control theory, this study puts forward the following four core hypotheses:

Hypothesis 1(H1): There is a positive correlation between the viewing frequency of violent content and the aggressive behavior of minors.

Hypothesis 2(H2): The higher the viewing frequency of violent content, the more significant the emotional numbness effect of minors.

Hypothesis 3(H3): There are significant differences in the behavioral responses of minors of different sexes after watching violent content.

Hypothesis 4(H4): Family education environment can significantly regulate the relationship between violence content and behavior patterns of minors.

3.1.2. Definition of Variables

Independent Variable

In this study, "viewing frequency of violent content" is used as the main independent variable to measure the frequency of minors' exposure to violent content in a specific period of time.

Dependent Variables (dependent variables)

A. aggressive behavior tendency:

"Aggressive behavior tendency" is one of the core dependent variables, which is used to measure the aggressive behavior tendency of minors after exposure to violent content.

B. emotional numbness effect:

Emotional numbness effect is another core dependent variable, which reflects the degree of emotional reaction to violence after minors have been exposed to violent content for a long time.

Adjusting variables (adjusting variables)

Family education environment: Family education environment is an important moderating variable, which is used to analyze the moderating effect of family background and education methods on violent content. **Control Variables (control variables)**

In order to ensure the scientificity and accuracy of model analysis, gender and age are introduced as control variables. It is helpful to eliminate the interference of individual differences on the research results and ensure the robustness of the model.

3.1.3. Model Design

In this study, Multiple Linear Regression, MLR) and Structural Equation Modeling, SEM) are used.

Multiple linear regression model:

To verify the direct influence of viewing frequency of violent content (independent variable) on the aggressive behavior tendency and emotional numbness effect (dependent variable) of minors, and to investigate the potential interference of control variables such as gender and age on

this relationship. Specifically, the independent variable is "viewing frequency of violent content", which is reflected by quantifying the number of viewing times (such as weekly viewing times). The dependent variables are "aggressive behavior tendency" and "emotional numbness effect", which are measured by standardized behavior and emotion scale scores respectively. The control variables include gender and age, which are used to eliminate the interference of these factors on the analysis results. [10]

The analysis of regression model will evaluate the influence intensity of violence content on dependent variables through significance test (such as P value) and regression coefficient (β value). At the same time, the correlation coefficient (R) will be used to evaluate the explanatory ability of the model to the dependent variable, thus providing a basis for the subsequent test of the regulatory effect.

Structural equation model (SEM) design;

Structural equation model (SEM) is introduced into the study, including the following three main paths:

Direct effect path: To verify the direct influence of viewing frequency of violent content on aggressive behavior tendency and emotional numbness effect (assuming H1 and H2).

Moderating effect path: To test whether the family education environment as a moderating variable weakens the negative impact of violent content on minors' psychology and behavior (assuming H4).

Control effect path: analyze the control effect of gender and age in the above relationship (assuming H3) [11]

SEM analysis will be realized by AMOS software, and fitting indexes (such as RMSEA, CFI and TLI) will be used to evaluate the fitting effect of the model to ensure the reliability and scientificity of the path analysis results. The specific path diagram is shown in Figure 1.

Study the hypothetical path graph

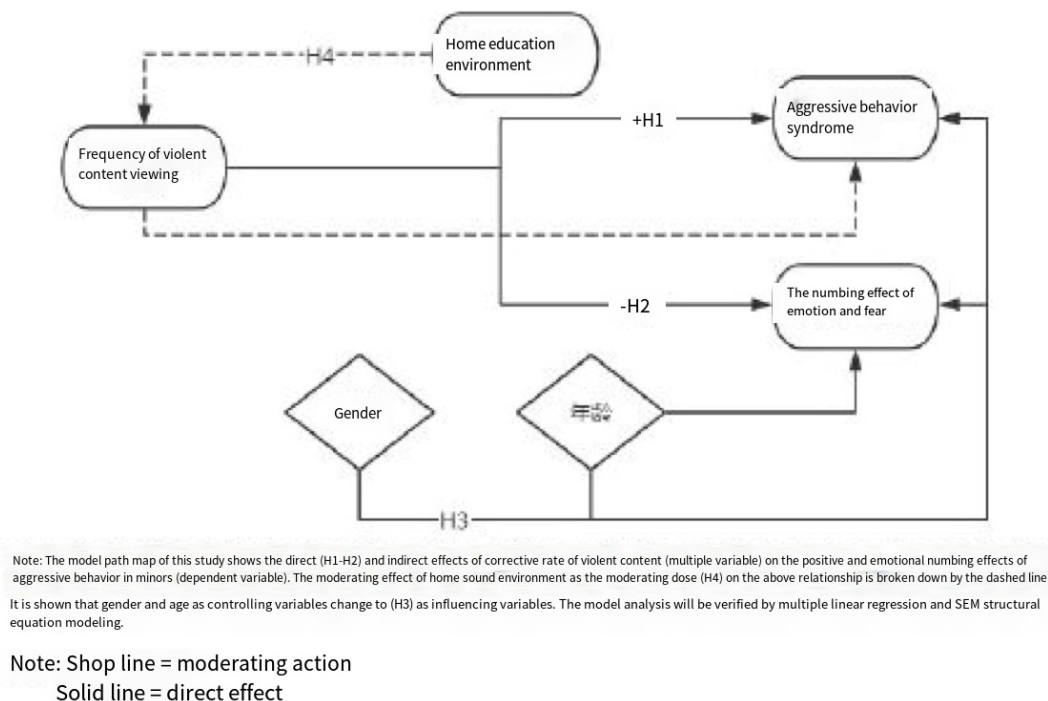


Figure 1. The specific path diagram

3.2. Data Collection and Sample Description

The data collection of this study adopts questionnaire survey method, and systematically collects data from primary and secondary school students in different parts of the country to reveal the exposure of minors to violent content and its specific influence on psychology and behavior. The sample collection covers many areas in Chinese mainland, including urban and rural student groups with different economic levels, cultural backgrounds and educational conditions, and strives to reflect the response patterns of minors to violent content in different social environments.

3.2.1. Questionnaire Design

The content covers the following three parts:

Basic information: including age, gender, family background (such as parents' occupation and education level)

and personal movie and television viewing habits. This part of the data is used to describe the basic social characteristics of the subjects.

Video content preference and viewing frequency: investigating minors' exposure to violent content.

Psychological and behavioral response scale: standardized scales, including aggressive behavior scale, were used to measure the tendency of minors to use violent language or physical conflict in conflict situations. Emotional numbness scale is used to evaluate the empathy and emotional response intensity of minors when facing violent scenes. The questionnaire uses Likert five-point scale (1= completely disagree, 5= completely agree) to quantify the emotional and behavioral responses of minors.

3.2.2. Sample Description

The study collected data from 300 underage viewers aged

6-18. The sample covers primary and secondary school students in different regions, and the gender ratio is balanced, which can fully reflect the response patterns of underage

audiences to violent content in different gender, age groups, urban and rural backgrounds and social environments. Specific sample groups are described as follows:

Table 2. Specific sample groups are described

age group	sample size	Sample proportion (%)	Number of male samples	Number of female samples	Number of urban samples	Number of rural samples
6-12 years old	120	40	60	60	70	50
13-18 years old	one hundred and eighty	60	90	90	110	70

The table shows the detailed composition of the samples. Through the analysis of these sample groups, we can more comprehensively reveal the influence of violent content on the behavior patterns and emotional responses of minors in different ages, genders and social backgrounds.

3.3. Analysis Method and Model Construction

The main methods used in this study include descriptive statistical analysis, correlation analysis, multiple linear regression analysis and structural equation model (SEM). The comprehensive application of these methods ensures the credibility and explanatory power of the research results.

1. Descriptive Statistics.

By analyzing the statistical descriptions of variables such as age, gender, and exposure frequency of film and television content, the differences in social characteristics, viewing habits and exposure frequency of violent content can be intuitively displayed, which provides basic data support for subsequent analysis.

2. Correlation Analysis (correlation analysis)

By calculating the correlation coefficient (such as Pearson's r), the strength and direction of correlation between variables are evaluated, and the significance of the relationship between variables is judged by combining the significance level (P value). Reveal the direct correlation between the frequency of watching violent content and the aggressive behavior and emotional numbness effect of minors.

3. Multiple linear regression analysis.

Through regression model analysis, the relationship between exposure frequency of violent content (independent variable) and aggressive behavior and emotional numbness effect (dependent variable) is clarified, and the influence of control variables such as gender and age are considered. The explanatory power of regression model is evaluated by significance test and model fitting index (such as R value) to

reveal the specific effect of violence content on minors' behavior patterns.

4. Structural Equation Modeling, SEM).

SEM model design includes the following paths:

A. Direct effect path: analyze the direct influence of the frequency of exposure to violent content on the aggressive behavior and emotional numbness effect of minors.

B. Moderating effect path: Explore the moderating role of family education environment in the influence effect of violent content. For example, analyze whether parents' intervention in film and television content can weaken the influence of violent content on emotional numbness of minors.

C. Mediating effect path: Gender and age, as mediating variables, are used to analyze the role of violent content in influencing minors' psychological and behavioral responses.

5. Model verification and result discussion

Model verification is the last link of this study. The adaptability of the model is judged by the fitness index, and the specific action mechanism between variables is discussed in combination with the size and significance of the path coefficient. Combined with data analysis and theoretical background, this paper further reveals the psychological and behavioral effects of violent content on minors in different age, gender and family backgrounds, and provides empirical basis for the hierarchical management of film and television content and the formulation of policies to protect minors.

4. Research Results and Discussion.

4.1. Analysis of Questionnaire Results

Through the in-depth analysis of the questionnaire survey data, the results show that the differences of different age groups, gender and family education environment significantly affect the response mode of minors to violent content.

Table 3. Statistical Description of Questionnaire Results

variable	Average value of 6-12 years old group	Average value of 13-18 years old group	Population average
Frequency of exposure to violent content (weekly)	2.1	3.7	2.9
Aggressive behavior score	3.2	4.1	3.6
Emotional numbness score	2.8	3.5	3.1
Family education environmental intervention score	3.9	2.8	3.4

Table 3 shows the differences between different age groups in four core variables: frequency of exposure to violent content, aggressive behavior, emotional numbness effect and

family education intervention score. It can be seen that there are significant differences in all core variables between the 6-12 year old group and the 13-18 year old group. These

differences reveal the significant change trend of minors' contact with violent content and emotional and behavioral responses with their age. The analysis results show that teenagers are more likely to be attracted by works with violent plots when choosing film and television content; Teenagers are more susceptible to violent content than children, and show higher explicit aggression; When minors face violent content, their emotional response gradually weakens; The data shows that parents' intervention in film and television content of children of younger age is greater, but it is significantly weakened in adolescence. With the decline of

family intervention, teenagers are more vulnerable to the influence of violent content, thus showing a higher tendency of aggressive behavior and a more significant emotional numbness effect.

4.2. Verification and Discussion of Hypothetical Model

Table 4 shows the reliability and validity test results of the core variable scale.

Table 4. Test Results of Reliability and Validity

Core variable	project quantity	Cronbach's Alpha	KMO value	Bartlett spherical test	Cumulative explanatory variance (%)
Frequency of exposure to violent content	five	0.83	0.78	$p < 0.001$	65.4
Aggressive behavior tendency	eight	0.87	0.82	$p < 0.001$	68.3
Emotional numbness effect	six	0.81	0.75	$p < 0.001$	63.2
Family education environment score	seven	0.85	0.8	$p < 0.001$	66.5

Note: KMO value and Bartlett spherical test are used to evaluate the suitability of data for factor analysis, and the cumulative explanatory variance reflects the explanatory ratio of the extracted common factors to the total variance

As can be seen from Table 4, Cronbach's Alpha coefficients of all scales are above 0.80, indicating that the scales have good internal consistency. KMO values are all greater than 0.7, and the results of Bartlett spherical test are significant, which proves that the data are suitable for factor analysis. The cumulative explanatory variance is more than 60%, which further verifies the structural validity of the scale. These

reliability and validity results lay a solid foundation for subsequent regression analysis and SEM model analysis.

Table 5 shows the regression analysis results of the hypothetical model, and further verifies the causal relationship between variables and its significance by combining reliability and validity analysis.

Table 5. Regression Results of Hypothetical Model

Hypothetical number	independent variable	dependent variable	Regression coefficient (β value)	Significance level (P value)	Is it significant?
H1	Frequency of viewing violent content	Aggressive behavior tendency	0.62	0.001	outstanding
H2	Frequency of viewing violent content	Emotional numbness effect	0.54	0.005	outstanding
H3	Frequency of viewing violent content	Differences in behavioral responses between different sexes	0.43	0.020	outstanding
H4	Family education environment	Relationship between violent content and aggressive behavior	-0.37	0.001	outstanding

As can be seen from Table 5, all the hypotheses passed the significance test ($p < 0.05$).

The following is a detailed discussion of each hypothesis:

1. Hypothesis 1(H1): The frequency of viewing violent content has a significant positive relationship with aggressive behavior tendency ($\beta=0.62$, $p=0.001$). The results show that high-frequency exposure to violent content significantly increases the aggressive behavior tendency of minors, especially among teenagers. This is consistent with the core view of social learning theory.

2. Hypothesis 2(H2): There is a significant positive relationship between viewing frequency of violent content and emotional numbness effect ($\beta=0.54$, $p=0.005$). The

results show that minors who watch violent content frequently are more likely to show the passivation of emotional response, which further shows the potential harm of violent content to minors' mental health.

3. Hypothesis 3(H3): There are significant differences in the responses to different gender behaviors ($\beta=0.43$, $p=0.020$). Male teenagers are more likely to show overt aggressive behavior, while women show stronger emotional reactions (such as anxiety or fear).

4. Hypothesis 4(H4): The family education environment has a significant negative regulatory effect on the influence of violent content on aggressive behavior ($\beta=-0.37$, $p=0.001$). Families with high scores in family education environment can effectively reduce the negative impact of violent content

on minors' behavior, especially in the 6-12 year old group.

The results show that the guiding role of family education environment should be given priority in future film and television classification and content management policies, especially for teenagers who watch violent content at high frequency. The significance of gender differences suggests

that policy makers should adopt personalized education and intervention strategies to reduce the negative impact of violent content on minors of different sexes more effectively.

4.3. Comparative Analysis of International Cases

Table 6. Comparison of Film and Television Grading Systems in Major International Countries and Regions

Country/region	Main grading standards	Control degree of violent content	Degree of sexual content control	Degree of vulgar language control	Protection effect of underage audience
United States of America	G, PG, PG-13, R, NC-17	medium	strict	loose and comfortable	medium
Britain	U, PG, 12A/12, 15, 18, R18	Strict	strict	strict	higher
Japan	G, PG12, R15+, R18+	loose and comfortable	loose and comfortable	loose and comfortable	lower
South Korea	All ages, 12+, 15+, 19+	strict	strict	medium	higher
China's mainland	There is no clear grading standard.	disunity	strict	More relaxed	undefined

Table 6 shows in detail the specific standards of film and television classification system in the United States, Britain, Japan, South Korea and Chinese mainland and their implementation effects. It can be seen that although there are significant differences in classification standards, content restrictions and protection effects in these countries and regions, they all consider the special protection needs of minors to some extent.

By comparing the film and television grading systems in different countries and regions, we can see that the strictness of grading standards is closely related to the protection effect of underage audiences. Therefore, establishing a classification system suitable for China's national conditions can not only improve the protection effect of underage audiences, but also standardize the management order of the film and television market and promote the healthy development of the cultural industry.

5. Principles, Formulation and Policy Suggestions of Grading Standards for Violent Content.

5.1. Classification Principles and Specific Contents

This study puts forward the following three classification principles to guide the formulation of classification standards for violent content:

The principle of protecting minors' physical and mental health: This principle is the core of the grading system, which aims to prevent minors from being psychologically traumatized or negatively influenced by their behavior by limiting and guiding the presentation of violent content. Classification should clearly distinguish the types of violence (such as physical violence, verbal violence, sexual violence, etc.), and classify according to the intensity and manifestation

of violence. [12]

The principle of information transparency and the right to watch movies: each film and television work should indicate the appropriate age for watching movies (such as 13+ or 18+), and attach a brief description of the violent content (such as "including moderate fighting scenes" or "no obvious bloody scenes").

Cultural adaptability and localization principle: we should pay attention to ethics and social order. For example, special attention should be paid to examining whether there is anything that promotes violent beautification or violates moral norms. Over-grading should be avoided to restrict creators, so as to balance the relationship between artistic expression and market innovation [13].

5.2. Formulation of Grading Standards

Under the guidance of the above principles, this study suggests that the content of violence should be divided into five levels, and the specific content and applicable situation of each level should be defined:

G-level (suitable for all ages): suitable for audiences of all ages. The violent content is limited to mild and symbolic movements, excluding actual injury scenes. This classification is suitable for cartoons and children's film and television works, in which violence is more humorous or exaggerated to avoid imitation.

PG level (parental guidance): This kind of film may contain low-intensity violent plots, but it maintains a positive value orientation as a whole. Violent plots are only used as an aid to plot development and are not realistic or imitative. Parents should explain and guide the relevant plots in the process of watching movies.

PG-13 (watched over 13 years old): It may contain more frequent violent scenes, but avoid excessive realism and horror effects. This level requires that the violent plot conforms to the rationality of the plot, and it is not allowed to

beautify or publicize the violent behavior, so as to prevent excessive psychological impact on the young audience.

R-level (restricted level, accompanied by parents under 18): A certain degree of bloody scenes or violent plots are allowed, but the expressive force should be controlled to avoid excessive emotional stimulation. This kind of film is mostly used to show complex social problems or adult plots, and it is not recommended for minors to watch it alone.

NC-17 (no viewing under 17 years old): contains high-intensity violence or bloody scenes, suitable for adult audiences. This kind of film should be strictly restricted to adult cinemas or late-night TV broadcasts to ensure that minors can't get in touch with it.

5.3. Implementation of Recommendations

Legal and policy support: incorporate the grading standards into the review process of the distribution, screening and network communication of film and television works. Clarify the legal status of the grading system through legislation, supplemented by law enforcement and supervision mechanisms, to avoid the spread of violent content on inappropriate platforms and time periods.

Establishment of grading audit institutions: An independent film and television grading audit institution, such as the Film and Television Grading Committee, shall be established to be responsible for grading review of all film and television works and supervise the implementation of the grading system. The institution should be led by the government supervision department, and invite educational experts, psychologists and industry representatives to participate in the formulation and implementation of grading standards.

Raise the public's awareness of the grading system: through various publicity means, such as making grading manuals, offering parent education courses and online guidance videos, improve the public's understanding of the grading system and enhance parents' initiative in choosing film and television content.

Promote industry self-discipline: In addition to government supervision, it is also necessary for film and television production companies, video platforms and projection agencies to establish industry self-discipline mechanisms. It is suggested to set up an industry alliance, formulate detailed content review specifications, and promote practitioners to follow the grading standards spontaneously. At the same time, enterprises can be encouraged to actively implement the grading system through the incentive mechanism to form supervision and competition within the industry.

5.4. Research Conclusion

Through questionnaire survey and empirical analysis, this study discusses the mechanism of the influence of violent content on minors' behavior and psychology, and draws the following conclusions:

There is a significant positive correlation between the frequency of watching violent content and the aggressive behavior of minors: data analysis shows that high-frequency exposure to violent content significantly improves the aggressive behavior tendency of minors, especially among teenagers aged 13-18 ($\beta = 0.62$, $p < 0.01$).

There is a significant positive relationship between violent content and emotional numbness effect: high-frequency exposure to violent content will weaken the emotional sensitivity of minors, which is manifested in decreased

sympathy and emotional passivation of violent behavior, and this trend is more significant among teenagers ($\beta = 0.54$, $p < 0.05$).

Family education environment is an important regulating factor between violent content and minors' behavioral response: the higher the intervention of family education, the lower the negative impact of violent content on minors ($\beta = -0.37$, $p < 0.01$). This shows that family education can significantly alleviate the negative effects of violent content on minors' behavior.

There are obvious deficiencies in the management of violent content in movies and television in Chinese mainland: compared with the international mature grading system, China lacks a unified grading standard at present, which leads to the chaos of supervision and the disorderly spread of violent content.

5.5. Policy Suggestions

Establish a systematic film and television classification system: combining international experience and China's national conditions, design clear classification standards, covering different age groups (such as G, PG, PG-13, R, NC-17, etc.), and describe in detail the restrictions on violence, sexual content and language at all levels. Through legislation, grading standards will be incorporated into the management process of the film and television industry, and content production and dissemination will be standardized from the institutional level.

Strengthen the educational role of family and school: Family and school are the core forces to guide minors to watch movies healthily. It is suggested that parents' understanding and support of the grading system should be enhanced by making parents' guidance manuals and developing film and television education courses. At the same time, parents are encouraged to participate in children's movie-watching activities and strengthen discussion and guidance after watching movies.

Strengthen the hierarchical supervision of new media platforms: With the development of digital media, the spread of violent content on online platforms is gradually increasing. It is suggested that the supervision of new media platforms should be strengthened, including the establishment of grading review mechanism, the implementation of grading identification system, and technical restrictions on broadcast time and content rights to prevent minors from contacting inappropriate content.

Establishment of grading review committee for film and television works: An independent grading review body composed of experts from various fields shall be established to review the grading of film and television works and dynamically adjust the grading standards. At the same time, the Committee should strengthen communication with the media and the public to ensure that the grading system can adapt to the changes in emerging media forms.

Promote industry self-discipline and social co-governance: the film and television industry need to establish a self-discipline mechanism outside government supervision and actively implement grading standards. At the same time, through the guidance of public opinion and public participation, a management model with the participation of the whole society will be formed to improve the implementation and recognition of the grading system.

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