



The Law Society
OF NEW SOUTH WALES

2026 Mock Mediation Competition Manual

Contents

1. Competition overview

- 1.1. Competition objectives
- 1.2. Eligibility and competition entry
- 1.3. Structure and procedure
- 1.4. Practical arrangement and preparation
- 1.5. Virtual mediations

2. Team roles

- 2.1. Schools
- 2.2. Mediators
- 2.3. Parties
- 2.4. Adjudicators

3. Mediation process and stages

- 3.1. Facilitative model of mediation
- 3.2. Mediators opening statements
- 3.3. Parties' statements
- 3.4. Mediators' summaries and agenda setting
- 3.5. Initial joint session
- 3.6. Recording and exploring of options
- 3.7. Private sessions
- 3.8. Subsequent joint session and final agreement
- 3.9. Concluding the mediation
- 3.10. After the mediation

4. Guidelines for Adjudicators

- 4.1. Materials
- 4.2. Scoring
- 4.3. Feedback

5. Frequently asked questions (FAQs)

6. Appendix

- 6.1. 2026 Terms and Conditions of Entry
- 6.2. 2026 Mock Mediation Competition Timetable

1. Competition overview

The Mock Mediation Competition provides students with an opportunity to experience first-hand the benefits of alternative dispute resolution and to gain the relevant skills to resolve conflicts in a non-adversarial way, such as active listening, self-awareness, questioning, analysing, empathising, speaking clearly and logically, and creative thinking.

The problem-solving process is designed to encourage the parties to identify the issue in dispute, consider options, and work towards an agreement that meets the needs of all parties.

With the assistance of volunteers from the legal profession, the competition aims to teach students important values such as respect for self and others, acceptance of difference, personal integrity, and the belief that conflict, if handled properly, can result in a change for the better.

1.1. Competition objectives

The objectives of the competition are:

Students:

- Create an awareness of responsibilities when dealing with others
- Acknowledge the increasing use of mediation by courts and the community, and equip students with the skills necessary to participate in a mediation process
- Further personal development and self-improvement
- Increase self-esteem
- Learning to manage conflict in a productive way
- Learn and enhance communication skills

Schools:

- Reduce conflict and tension in the school environment
- Modify aggressive behaviour
- Maximise the opportunity for learning for all students
- Increase recognition of diversity and tolerance

Community:

- Reduce aggressive behaviour resulting from poor conflict management skills
- Promote open communication to resolve contentious issues
- Maximise the benefits of cooperative problem-solving
- Acknowledge the increasing use of mediation by the courts and the community and encourage mediation and negotiation as an alternative to litigation
- Develop relevant occupational skills

1.2. Eligibility and competition entry

The competition is open to students in years 9 and 10. Each school may enter one team of six students who play the roles of two mediators and participants (parties A1, A2, B1 and B2). Schools are permitted to have up to three reserves.

All participating schools must review and agree to the competition Terms and Conditions (Annexure A) and complete the registration form by the designated deadline.

1.3. Structure and procedure

The competition consists of six rounds:

1. Round one
2. Round two
3. Round three
4. Quarter Final
5. Semi Final
6. Grand Final

The Competition timetable is available on the [Mock Mediation webpage](#) and in Annexure B.

All schools participate and are scored in the first three rounds. At the end of round three, the top-scoring eight schools proceed to compete in the final rounds which are held on a knockout basis.

At the start of each round, the Law Society will email all schools to provide them with the round scenario and their Adjudicator allocation. The scenario will also be uploaded to the [Mock Mediation webpage](#). No amendments to any material can be made to the round materials unless instructed by the Law Society.

The Scenario will include a dispute between four individuals and is divided into:

1. Background
2. Incident
3. Aftermath

Adjudicators are volunteer members of the profession who will observe and score each mediation. Schools are not permitted to substitute an Adjudicator of their own choice for their allocated Adjudicator without first seeking approval from the Law Society.

Once confirmed, it is the school's responsibility to contact their Adjudicator to arrange a mutually convenient date and time for their mediation, which should take no more than two hours in total. This can be during or after school hours. Schools are required to be as flexible as possible when organising their mediation date/time and to maintain consistent, respectful, and clear communication with their Adjudicator throughout the round.

If a suitable date and time cannot be agreed upon, the school should contact the Law Society as soon as possible. Whilst the Law Society may try to organise a replacement Adjudicator, this cannot be guaranteed. Where an Adjudicator cannot be provided, schools may be awarded an average score, calculated following the completion of round three.

The Adjudicators will be provided with a set of confidential facts. The confidential facts are a set of additional information for each party (A1, A2, B1 and B2). Adjudicators can email these to the teacher at the start of the

mediation. These facts will then be provided to the parties (but not the mediators) at the start of the mediation, and the parties will have ten minutes to read them.

The Adjudicators must complete and send the scoresheet to the Law Society by the end of the round. Any team that has not submitted their scoresheet by this date will forfeit the round. Any team that cannot complete a round by the due date will forfeit the round. No points will be awarded for a forfeit. If a school must forfeit a round, it must contact the Law Society and it's allocated Adjudicator as soon as possible.

If, following the mediation, the teachers have any concerns, they must raise these with their Adjudicator before the scores are finalised. The decision of the Adjudicator is final, and the Law Society will not engage in dialogue with schools that appeal the Adjudicator's decision.

1.4. Practical arrangements and preparation

Each round should take approximately 100 minutes: the mediation should take no more than 90 minutes, including ten minutes for the review of confidential facts. Afterwards, the Adjudicator is encouraged to take time to provide constructive feedback to the students on their performance.

Before the mediation, the mediators should discuss where each party should sit and how the room should be set up. The parties should be centrally located to signify that each party has equal status in the mediation and ensure that the mediators can see them.

If mediators wish to make notes during the mediation e.g. with a whiteboard or flip chart, these should be set up beforehand to ensure all parties and the Adjudicator have a suitable view; these notes are an important consideration for the Adjudicator when assessing the final score.

Marker pens, pads, pens, water jug and glasses may be provided on the table. Mediators should also have a clock or watch to assist with time management.

1.5. Virtual mediations

Mediations may take place in-person or virtually.

When taking place virtually, schools should ensure they have conducted a test mediation to avoid technical issues and ensure that all students can be seen and heard by the Adjudicator.

It is preferred that the team appear via a single online connection, with the camera capturing all students, rather than each team member joining separately, where possible.

Schools must share online details with their Adjudicator and agree in advance on a method for sharing the confidential facts. It is recommended that these be emailed by the Adjudicator to the teacher at the start of the mediation for printing and distributing to the students. This must be done on camera in front of the Adjudicator.

Adjudicators may participate in person or virtually, regardless of the mediation's format.

2. Roles and responsibilities

Each team will consist of six students:

- Two mediators
- Two 'party A' characters
- Two 'party B' characters

2.1. Schools

One member of the school's staff must remain with the team at all times, including any private meetings and any discussions the Adjudicator has with the students. This can be any member of the school's staff and does not need to be the staff member in charge of the team.

Before the mediation commences, teachers can raise any issues with the Adjudicator.

Teams must not access the confidential facts prior to the mediation. This action may lead to disqualification.

Once the mediation has commenced, students may not be assisted by anyone outside the team, including teachers, coaches and parents. This includes verbal and non-verbal prompting.

Any breach of the competition rules may lead to the school's disqualification from the Competition. Disputes or arguments with the Adjudicator are not permitted at any time.

2.2. Mediators

Mediators are independent and impartial facilitators. They must not take sides or give their opinion, and they are not responsible for making any decisions.

In keeping with the facilitative model of mediation, the mediators facilitate the process by acknowledging emotions, creating clear communication channels, using careful questioning to bring hidden facts to the surface, helping the parties generate options, work towards agreements, and checking that any agreement is workable.

The role of the mediator is shared. They should cooperate with each other; one mediator might ask the parties questions, while the other might note the issues raised or the options generated.

Care should be taken to ensure that both mediators contribute to all sections of the mediation to achieve the maximum score. At the same time, one of the core concepts of mediation is that the parties talk directly to each other.

At all times throughout the mediation process, the mediators need to encourage the parties to have the courage to take responsibility for the form of the resolution reached.

2.3. Parties

Two students will act as Party A (A1 and A2), and two as Party B (B1 and B2).

At the start of each round, each party will be provided with separate confidential facts and have ten minutes to read them before the mediation begins. These are designed to give the parties the opportunity to play their roles realistically and the mediators the chance to display their listening and questioning skills.

Once these facts have been distributed, Party A and Party B must be kept separate. The mediators should not speak with either party until the mediation commences. Party A1 and A2 can exchange their confidential facts if they choose to, but they must not disclose them to Party B. Similarly, Party B1 and B2 may share their confidential facts, but must not disclose them to Party A.

The two students in each party should form a cohesive unit. However, individual team members often have different interests that need to be identified and met. Maximum scores are obtained when all parties contribute equally to the mediation in keeping with their characters. Adjudicators will be aware of the scenario and confidential facts, and so students will not be penalised if their character is to act quietly and subdued.

The parties should restrict themselves to the facts of the scenario provided and will score points for their characterisation and authenticity. Too much rehearsal will make it difficult for the parties to incorporate their confidential facts. They should display any emotions called for, such as confusion, anger, grief, bitterness, disbelief or reluctance to speak.

The parties should present challenges to the mediators, particularly in the early stages, which give the mediators an opportunity to display their skills, acknowledge emotions, and encourage positive participation. The interplay between the parties and the mediators should not give the impression that the preparation and teamwork have been scripted.

As the session progresses, parties should become more cooperative as they develop their understanding and empathy for the other points of view.

2.4. Adjudicators

Adjudicators are required to review the manual before each mediation.

Adjudicators will be allocated during the rounds for which they have indicated availability. The Law Society will send allocated Adjudicators a roster before the start of each round to confirm their availability for that round.

Schools will be paired with a variety of Adjudicators from across NSW and not necessarily from the school's region. The Adjudicator's details will be passed on to the school. It is the school's responsibility to organise the date and time for the mediation, being as flexible as possible to accommodate the Adjudicator's schedule.

Once confirmed, the Adjudicator will be sent the round scenario, confidential facts and scoresheet. Adjudicators are only to send the school the confidential facts at the start of the mediation. These can be emailed to the teacher. Once received by the students, they commence ten minutes of reading time before starting the mediation.

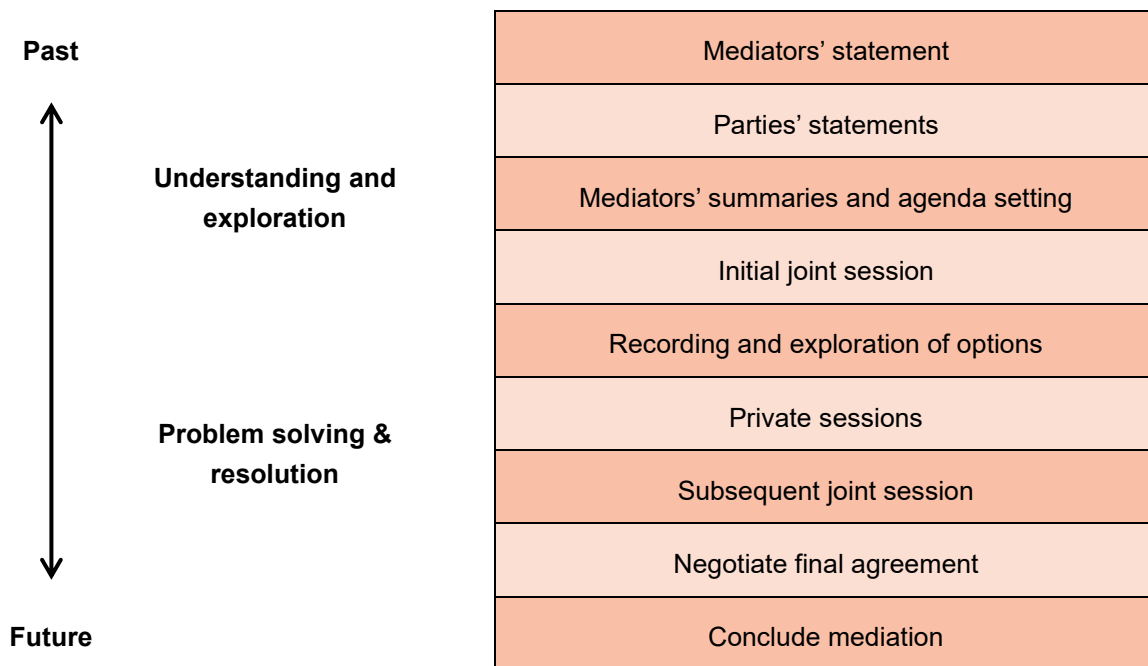
Adjudicators are required to score each mediation and to send the completed scoresheet to the Law Society at the conclusion of the mediation, prior to the end of the round, as specified in the competition timetable, available on the [Competition homepage](#) and below at Annexure B.

Adjudicators are reminded that the Competition is intended to be educational and that any feedback they provide is to help build the students' confidence and assist in improving their performance in subsequent rounds.

3. Mediation process and stages

3.1. Facilitative model of mediation:

There are many mediation models, and schools are encouraged to find out more about them. For the purposes of this Competition, students will be scored on their demonstration of the facilitative model of mediation. This model provides that mediators encourage the parties to reach their own voluntary solution, rather than making recommendations or providing a decision for them.



3.2. Mediators opening statements

In opening the mediation, mediators should put the parties at ease by introducing themselves, outlining their roles, and describing the mediation's stages, confirming that the parties' participation remains voluntary and confidential. It is suggested that both mediators contribute to the introduction to emphasise each's equal involvement and responsibility.

It is essential that this section be handled in a friendly, business-like manner, setting the tone of the mediation by being polite and optimistic.

Example opening statement script:

Mediator one: Introductions:

"Thank you all for coming today. I am (1st Mediator's name), and my name is (2nd Mediator's name). We will be your co-mediators to help you discuss the problem that brought you to mediation today... What are your names?"

[Party A, then Party B]

“In a minute, we will be asking each of you to tell us your side of the story. This is just to make the matter clear for us as the Mediators today. It is preferable that neither of you interrupt the other. Instead, you can make notes, and these can be discussed later when it’s your turn to have the opportunity to state your views. “After all of your statements have been given, we will go back and check to see if we have your stories straight. In keeping with confidentiality, all notes will be destroyed after today’s mediation.

Mediator Two (say name) will be noting issues and concerns that appear to come out of your statements. These will be worked through until we reach some sort of agreement. If either party needs to talk to us in private, or we feel that a separate meeting with each of you and us would be helpful, we will have private meetings. Everything said during the private meetings is also totally confidential. Having private meetings may help you speak to us more freely, which could then help us get the discussion back on track.

We are pleased that you agreed to attend this mediation, and we hope the problem that brought you here today will be resolved. There are no rules except that one person speaks at a time, and we ask that you treat each other with respect. Is this clear to everyone?

Thanks, now we’ll try to help you solve this problem, without fighting, in an amicable way. We cannot take sides or make decisions for you. We’re just here to help you reach an agreement.

Anything said today will remain confidential. This is on a need-to-know basis, and we can’t say anything to anyone else, so feel free to talk.

You are all here because you want to sort out your problem. Is there anyone else that should be here?”

Mediator two: Stages of mediation:

- Parties’ opening statements
- Mediators’ summaries and agenda setting
- Initial joint session
- Recording and exploration of options / private sessions
- Subsequent joint sessions
- Final agreement
- Conclusion

3.3. Parties’ statements

At this stage, each party member tells their version of the dispute and shows their individual interests: what has brought them here, how they have been affected and what resolution they would like. This allows each party to hear the others’ points of view and is an important part of resolving differences. This is also an opportunity for the mediators to become familiar with the dispute.

Both parties will take turns speaking. During this, mediators take separate roles:

- Mediator 1 will note what’s said. Direct quotes are noted for use in the next stage of the mediation.
- Mediator 2 will summarise main points as single words, simple concepts or questions to assist with the agenda setting.

Mediators should ensure that each party can speak uninterrupted. Parties may have to be reminded that they will have an opportunity to speak and to be listened to. Parties should respond appropriately to any mediator intervention.

3.4. Mediators' summaries and agenda setting

After the parties' statements, mediators should provide a summary of what has been said and assist the parties in developing an agenda for discussion. Each party should be satisfied that they have been listened to, and the mediators show a good recall of each point of view; this will establish the mediator's credibility as an impartial listener.

Mediator 1 should provide a summary:

- Thank the parties for their cooperation
- Explain the purpose of this stage is to:
 - Confirm that the mediators have understood the parties' perspective of the dispute; and
 - Agree the issues in dispute that will need to be discussed further.
- From the notes taken, report back what was said by each part using second person quotations, e.g. *'you said..... you went on to say.... I heard you say.'*
- Ask each party to confirm that the mediators accurately reflected what was said and give them the opportunity to add points, clarify or correct statements.

Mediator 2 should perform the agenda setting:

- Write key points on whiteboard/flip chart. These will form the basis of further dialogue.
- Key points should identify common problems between parties in an impartial way to help steer mediation towards mutual agreement.
- Explain the purpose of the agenda.
- Key points should be read back to the parties for confirmation or clarification.
- Note, on the whiteboard/flip chart all common key points to be raised for discussion and seek assistance from parties.
- Only key points that are agreed upon by all parties should be added to the list; the aim is to have one list of issues that both parties are willing to discuss.

3.5. Initial joint session

The aim of this stage is to encourage the parties to talk directly to each other. This is where parties can express emotions and behaviours associated with their character based on the scenario and confidential facts.

Mediators should use their skills to keep the parties focused on one issue at a time, thereby clarifying each party's perspective. They should also try to ensure, as much as possible, that all parties are involved in the conversations. If one party, or a person from a particular side, is tending to dominate (as they play out their particular character), mediators should encourage input from the quieter participants.

Mediators should:

- Explain the purpose of this stage.
- Remain seated, other than when writing on the whiteboard/flip chart.
- Encourage parties to clarify and discuss their issues.
- Ask open-ended questions that encourage parties to engage in conversation with each other.
- Reaffirm guidelines if the discussion becomes heated or to manage behaviour.
- Ask a different party to select the next item for discussion and repeat until all items have been discussed.
- Continue to summarise and report progress to acknowledge agreed outlooks.

- Use their skills to neutrally draw attention to parties' common ground or mutual interests to encourage movement on points of tension. This is to help parties understand each other's points of view.

At this stage, parties should clarify and explore issues raised and manage the release of confidential information as necessary.

3.6. Recording and exploration of options

After clarifying and exploring key agenda points, the discussion moves to being future-focused. Options are generated for each key point and noted on the whiteboard/flip chart for later discussion. As many options as possible should be noted, and all parties should be encouraged to contribute. All suggestions will have equal validity and should be noted without allowing discussion. Ideas should come from the parties, not the mediators.

Mediators should:

- Explain the process of this stage.
- One mediator should facilitate the discussion whilst the other makes notes.
- Encourage parties to make proposals that meet their needs and the needs of the other party.
- If no one starts the discussion, mediators may begin by giving an overview of the progress thus far.
- Maintain future-focus.

Parties should:

- Propose suggestions they think will work.
- Ensure the needs of your character are being met.
- Propose solutions that meet the other parties' needs.

3.7. Private sessions

Private sessions are optional, not compulsory, and provide an opportunity for the mediators or parties to consider new information, calm down, or discuss or reality test options. If appropriate, each party, or Party A collectively, and Party B collectively, should have a private session of equal duration. Schools should consider both their timing and the overall mediation's timing when making this decision.

Mediators should be responsive to the needs of individual parties when proposing to move to private sessions. The mediators must stay together when speaking with each party.

3.8. Subsequent joint session and final agreement

Proposals should be reality-tested to determine whether the agreement will work, whether it meets the needs of all parties, and whether all original agenda items have been addressed.

Total agreement is not essential, however, some scores are allocated to a partial or complete agreement, and the mediators will only be given scores for this section if this stage of the process is reached.

Mediators should ensure that future actions are clear and manage the process to ensure the mediation concludes on time. A resolution should not be rushed; it's preferable to agree on issues that have not been resolved and determine next steps, such as subsequent mediation or to conduct further research on how outstanding matters may be resolved.

The scoring system is designed to reward the demonstration of communication skills and an understanding of conflict, rather than reaching an agreement at all costs. This means that if all six students are working well but do

not reach an agreement, they may score better than a team that quickly reaches an agreement but fails to really demonstrate dispute-resolution skills.

Mediators should:

- Explain the purpose of this stage. Mediators may begin by giving an overview of progress to date.
- If an agreement is reached, the mediators will need to provide the opportunity for the parties to discuss the next stage, which may include:
 - Writing an agreement that each party signs.
 - Shaking hands on a deal.
 - Reporting to the person who recommended the mediation.

Parties should:

- Cooperate appropriately – provide information about their proposal and accept other proposals as appropriate for their character.
- Hesitate appropriately when proposals don't meet their character's needs.
- Demonstrate commitment to the agreement.

3.9. Concluding mediation

Where there is an agreement, mediators should thank the parties for their attendance and congratulate them on reaching an agreement.

Where no agreement is reached, mediators should acknowledge parties' efforts in participating and summarise what's been achieved. Mediators should encourage parties to decide on what they might wish to do next to resolve remaining issues. If they have decided on another mediation, clarify the date, time and venue.

3.10. After the mediation

It is important that, when the mediation is completed, the students are given an opportunity, guided by their teacher, to talk amongst themselves to identify what they did well during the mediation and what they could have done differently. One way to do this is for the teacher to ask each student to introduce themselves to the others by their real names and to say something they personally think about the dispute, which differs from what their character would have said.

4. Guidelines for Adjudicators

4.1. Materials

A score sheet, a copy of the scenario and a set of confidential facts for the role-players will be forwarded to you before the round. You should not release the confidential facts until the start of the mediation. These should be given to the role-players ten minutes before the mediation is due to start. Once the confidential facts have been distributed, Party A and Party B should be kept separate to ensure that these are not simply handed over to the other side. Party A1 and A2 can exchange their confidential facts if they choose to, but they must not disclose them to Party B. Similarly, Party B1 and B2 may share their confidential facts, but must not disclose them to Party A.

The way each team deals with the confidential facts and the communication skills of the mediators should be considered when assessing their performance.

4.2. Scoring

The scoresheet provides for marks to be awarded according to different stages of the mediation. At each stage, Adjudicators can indicate whether mediators demonstrated specific elements and then assign an overall score reflective of their performance. These will be added together to calculate the team's final score.

When scoring, Adjudicators should refer to their experience with national mediator accreditation; if the students are acting in a way that is likely to pass these standards, they should be awarded at least 50% of the total marks for that section.

Adjudicators should return the feedback sheet with the total scores to the Law Society before the end of the round. This can be provided to the schools along with any feedback.

4.3. Feedback

At the end of the mediation, please take some time to discuss the students' performance and provide them with constructive feedback.

You might ask them how they felt about the problem, what went well and what they could do differently. You could identify three things you thought they did well and should continue to incorporate in their mediations. Try to use the students' words, or find specific instances of good work. You might comment on three new things they might like to try or improve. These should be specific suggestions which can be easily adopted by the students. The students' experience should, wherever possible, be a positive learning experience.

5. Frequently asked questions

1. What happens if a date and time for the mediation cannot be agreed upon between schools and their allocated Adjudicator?

Schools are required to be as flexible as possible when organising a date and time for their mediation. If a date cannot be agreed upon by the school and their allocated Adjudicator, schools should contact the Law Society at the earliest opportunity. The Law Society may seek an alternative Adjudicator, however this cannot be guaranteed. Where no other Adjudicator is available, schools may record their mediation, which will be provided to a volunteer Adjudicator for review, or schools may be allocated an average score for that round, calculated from their scores across the first three rounds.

2. Are time extensions permitted?

Extensions will only be permitted in extremely extenuating circumstances. All extensions must be requested and approved by the Law Society with ample notice.

3. Can mediations be held virtually?

Schools may host their mediation in-person, or virtually. Where virtual, it is preferred that all students appear via one stream rather than separately. A test mediation should be conducted before the round to ensure there are no technical issues.

Adjudicators may choose to appear virtually regardless of the mediation's format.

Annexure A: Terms and conditions of entry

1. The 2026 Mock Mediation competition ('the Competition') is a game of skill
2. The promoter is The Law Society of New South Wales, 170 Phillip Street, Sydney NSW 2000 ACN 000 000 699, ph. (02) 9926 0333 ("Promoter").
3. By applying to enter the Competition, all applicants will be deemed to have accepted and agreed to be bound by these conditions of entry.

4. Who may apply to enter?

The Competition is open to students in years 9 and 10.

Each school may enter only one team of six students. The performance of each of the six students will contribute to the total score of the team, and for this reason it is suggested that teams prepare three reserves so that last minute stand-ins are available.

5. Application process;

To participate in the Competition, applicants must complete the nominated registration form and pay the registration fee noted on the form by the deadline in the registration link.

Whilst all efforts will be made to allow eligible applicants to participate in the Competition, the Promoter reserves the right to reject any entry for the Competition. Unsuccessful applicants will be refunded the registration fee.

The Promoter reserves the right to permit additional teams to participate in the Competition past the deadline in its sole discretion.

6. Disqualification:

The promoter reserves the right to disqualify any applicant from participating in the Competition:

- a) if an applicant is in breach of these conditions of entry or for breaches of the rules (as stipulated in the Competition Manual) where disqualification is stipulated as a potential penalty;
- b) on reasonable grounds as determined in the Promoter's sole discretion; and/or
- c) if the promoter forms the reasonable opinion that an applicant is putting the integrity of the Competition at risk.

Whilst every effort will be made to ensure that during a trial there is no cheating, the responsibility for preventing its occurrence rests with the schools, and not the Mock Law Coordinator or the adjudicators. 'Cheating' in this context refers to participants reading unauthorised notes from a laptop/phone, students reading from their scenarios/confidential facts rather than giving their performance from memory, or coaches, teachers or other people present at a mock mediation giving direction or advice to the participants during the course of the Competition.

If a school is found to have cheated, the Mock Law Coordinator can take action in their sole discretion to deduct points or to disqualify the team from further participation in the Competition for that year.

7. Logistics:

Schools will cover all costs of participating in the Competition, including travel and accommodation expenses.

If a school is unable to comply with these conditions of entry and wishes to withdraw from the Competition, it must do so within a week of registering to receive a full refund.

Materials for the Competition are password-protected and accessible on the [Competition website](#). All schools must provide an email address to receive this information. If a school has not provided an email address or has provided an incorrect email address, the promoter will not be responsible for that school missing out on updates and changes to scenario etc.

Each round must be completed by the date nominated by the Promoter and the results forwarded to the Law Society on or before that date. Any team that does not complete a round by the due date, without prior permission from the Law Society, will be disqualified.

The Adjudicator's score is final, and no correspondence will be entered into by the Law Society.

During a virtual mediation, students must give their performance from memory and coaches, teachers and other people present at a mock mediation must not give advice, direction or assistance to any of the participants. Mobile telephones, laptops and/or tablets must not be used by students under any circumstances except to connect online in order to participate in a virtual mediation.

Any disputes between participants, which are unable to be resolved, will be determined by the promoter. The promoter's decision will be final.

The Law Society may arrange for the mock mediation to be video or audio recorded and will own the recording in perpetuity for use in all formats and media.

8. Privacy:

The promoter respects the privacy and confidentiality of personal information applicants provide. How the promoter handles applicants' personal information is explained in its privacy policy at

<https://www.lawsociety.com.au/privacy-policy> and its personal information collection notice at:

<https://www.lawsociety.com.au/privacy-policy/personal-information-collection-notice>.

9. Force majeure:

If for any reason the Competition is not capable of running as planned, including by reason of epidemic, pandemic, computer virus, bugs, tampering, unauthorised intervention, fraud, technical failures or any other causes beyond the control of the promoter, the promoter reserves the right in its sole discretion to cancel, terminate, modify, postpone or suspend the Competition.

10. Amendment and variation:

The Promoter:

- a) Reserves the right to amend these conditions of entry from time to time; and
- b) Reserves the right to vary any element of the Competition at any point if deemed necessary and/or in the best interests of the Competition.

This includes varying the Competition timetable. If any changes are made, schools will be notified by email.

11. Limitation of liability:

To the extent permitted by law, neither the promoter, its employees, agents, contractors or sub-contractors will be liable to any school or applicant for any loss or damage (including any consequential loss) arising out of their participation in the Competition, including but not limited to:

- a) Late, lost or misdirected emails or mail;
- b) Inaccurate or incorrect transcription of entry information;
- c) Non-receipt of entries for any reason;
- d) Problems or technical failures of any kind;
- e) Unavailability or inaccessibility of any service or website;
- f) Unauthorised human intervention in any part of the Competition;
- g) Electronic or human error; or
- h) Any damage or loss (direct or indirect) suffered by reason of any act or omission of the Promoter, its employees or contractors in relation to entry into the Competition.

12. Exclusion:

To the extent permitted by the law, the promoter excludes all conditions or warranties unless they are expressly set out in these conditions of entry.

13. Indemnity:

Each applicant indemnifies and holds harmless the promoter, its employees, agents, contractors and subcontractors from any claim, cost, demand, liability or damage (including legal costs, professional costs and other expenses on a full indemnity basis) incurred by the Promoter, its employees, agents, contractors and subcontractors arising out of or in connection with (but not limited to):

- a) Any breach of these conditions of entry by the applicant;
- b) The applicant's entry into the Competition;
- c) Any injury or damage sustained due to any act or omission by the applicant; or
- d) Any damage the applicant causes to the Promoter.

14. Governing law:

These conditions of entry are governed by the laws of New South Wales. The Promoter and the applicants irrevocably and unconditionally submit to the non-exclusive jurisdiction of the courts of that state and courts entitled to hear appeals from those courts.

Annexure B: 2026 Mock Mediation Competition Timetable

Round	Materials released	Results due
Round one	Tuesday 3 March	Friday 27 March
Round two	Tuesday 21 April	Friday 15 May
Round three	Tuesday 26 May	Friday 19 June
Quarter final	Tuesday 23 June	Friday 7 August
Semi final	Tuesday 18 August	Thursday 17 September
Grand final	Tuesday 3 November	Grand Final will take place on Thursday 26 November

***The Law Society reserves the right to make changes to the Mock Mediation Competition timetable at any time.**