



Admission Policy

10X International School Mysore

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1. 10X International Vision and Mission Statement

Vision- 10X International School, Mysore

10X International School will harness the positive power of academic excellence, exponential technologies, and innovative competencies, to create leaders of tomorrow, who will be future-ready as life and business entrepreneurs.

Our Mission

To create humane individuals who are future-ready and life-ready.

2. IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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3. Admission Policy Statement:

At 10X International School in Mysuru, we welcome high-ability students from all backgrounds who will benefit from our rigorous, innovative, and research-based internationally accredited education. The curriculum is delivered in English. We take pride in our transparent policies.

4. Policy Aims, Objectives, and Scope:

- To ensure that the objectives of the Parent/student are met through the clear admission guidelines.
- A transparent and equitable admission process for students from all communities, ensuring that parents of admission-seeking students share common values and collaborate effectively with the school to maximize the student's potential.
- Adherence to local laws.

This policy affects all stakeholders, including but not limited to 10X International Mysuru sections, classes, grades, and departments for IB students, teachers, and parents/legal guardians.

5. Definitions:

Here are clear definitions of some key terms used in this document:

IB: International Baccalaureate

IBO: International Baccalaureate Organization

IB Diploma Program: A two-year assessed educational program primarily designed for students aged 16 to 19. This program provides an internationally recognized qualification for entry into higher education.

IB MYP: Middle Years Program

MYPC: Middle Years Program Coordinator

DP: Diploma Program

DPC: Diploma Program Coordinator

CAS: Creativity, Activity, and Service

TOK: Theory of Knowledge

HL/SL: These acronyms refer to Higher Level (HL) and Standard Level (SL).

The International Baccalaureate Diploma Program (IBDP) offers subjects at both these levels.

6. Student Application/ Admission Process:

6.1. Eligibility:

- Criteria 1: Applicants should have a minimum academic score of 80% or higher in their previous grade.
Or
- Criteria 2: Applicants should have a minimum of 70% in their previous grade and possess a state level certificate in sports, arts, dance, singing or any other recognized field.
Or
- Criteria 3: Applicants should demonstrate exceptional talent or be identified as gifted and must have represented their country in a field such as sports, arts, dance, singing or another recognized area.

*All criteria are subject to students clearing our diagnostic entrance test.

*A 50% scholarship is available for applicants who meet the eligibility criteria and score above 85% on our diagnostic entrance test.

6.2. Pre-admission procedures (Grades MYP4 and DP1):

All applicants must begin the application process by filling out the Online Admission Forms available on the school's website. They are also expected to submit:

- Photocopy of Birth Certificate or Passport (front and back page)
- Aadhar Card copies of both Parents'
- Aadhar Card copy of the student
- PAN Card copies of both Parents'
- Transfer Certificate
- Past 2 years of progress reports
- For single parents, single-parent proof would be required.

For foreign nationals:

Foreign national students are requested to visit the FRRO website (<https://indianfrro.gov.in/frro/>) and complete the registration.

The additional documents to be submitted are:

- Passport copy
- Visa copy

- E-FRRO registration copy

It is the responsibility of candidates holding citizenship of countries other than the Republic of India to ensure that they satisfy the conditions stipulated by the Government of India for staying and studying in India.

6.3. Final Admission Procedures:

Selection is based on several criteria, which include:

- Performance in the entrance test.
- Past school results and reports.
- A face-to-face interview, if required, with the Admissions Officer, Program Coordinator, School Principal, or another designated school staff member.
- Age appropriateness for the year/grade level for which admission is being sought.
- A Transfer Certificate from the previous school.
- Priority will be given to siblings of students who have already secured admission to the school.
- Direct admission to the 2-year IB Diploma Program is available for applicants who have completed the equivalent of 10 years of schooling in a different education system, excluding Preschool and Kindergarten. For example, it includes qualifications such as CBSE/ICSE grade 10 or similar international certifications like IGCSE or MYP5.

The admissions team will assess the initial evaluation to determine if further support is needed. All the Parents will be informed accordingly.

7. Entry Requirement:

7.1. External Candidate:

To enter the IB MYP/DP program, applicants are expected to have:

- high proficiency in English and a solid foundation in Math
- qualities that demonstrate a willingness to work dedicatedly on schoolwork and otherwise
- a zeal to embrace challenges, learn from feedback, and continuously seek personal and academic improvement. The student should be willing to explore new ideas and adapt to changing environments
- the ability to analyze situations, think differently, imagine new possibilities, and bring fresh perspectives/ devise innovative solutions to problems
- the ability to collaborate effectively with peers, teachers, and even AI/humanoids while demonstrating empathy and respect toward others

- keen interest in technology and its real-world applications, given the school's focus on **AGI (Artificial General Intelligence)**, **LLMs (Large Language Models)**, and **Humanoid collaboration**
- engage in **Life Entrepreneurship**, where he/she takes ownership of learning and seeks opportunities to create value, whether socially, academically, or technologically. He is expected to act with integrity, show respect for cultural diversity, and engage in discussions around social equity and nation-building

7.2. Internal Candidate (MYP5 to DP):

All students admitted to 10X International School, Mysuru, and who completed grade 10 will be able to access all areas of the DP curriculum.

8. IB Curriculum Orientations and Subject Selection:

The coordinators at 10X International School, Mysuru, conduct orientation sessions to ensure that students and their parents are informed and prepared for the programs offered. These sessions provide details about the subjects available to students entering Grades 9 and 11.

Additionally, the school will be hosting an IBDP Parent and Student Orientation Session in November for Grade 10 (MYP5) students. During this session, the IBDP Coordinator and subject teachers will provide important information about the IBDP. They will explain how the school will support students throughout the two-year course and share specific details for each subject. 10X International School in Mysuru encourages all students to enroll in a Diploma program rather than individual courses.

After the orientation, each interested student will receive a hard copy of the registration form. This form must be submitted within one week of the orientation. Students and parents are encouraged to schedule an appointment with the MYPC/ DPC to discuss subject selection.

After the registration forms are submitted, each candidate will have an individual meeting with the college counsellor. Parents are welcome to attend this meeting to ensure that students choose subjects that align with their interests and future academic requirements.

It is to be noted that in DP (Grade 11 and 12), all assessment components for each of the six subjects and the CORE Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

Language Placement Guidelines:

MYP Language Acquisition

Level	English	Hindi/Kannada	Other Languages
Emergent	Level 1–2	Beginner (MOE Curriculum)	Beginner (A1 CEFR)
Capable	Level 3–4	Intermediate	Intermediate (A2/B1)
Proficient	Level 5–6	Advanced (MOE Standards)	Advanced (B2/C1)

DP Language Courses:

Language	Course & Level	IB Group	Who is it for?	Prior Exposure Required
English	Language A1 HL (Higher Level)	Group 1	Students with strong English proficiency targeting literary analysis, language in context, and in-depth critical writing. Suited to students pursuing English-intensive university programmes.	Native or near-native English proficiency
English	Language A1 SL (Standard Level)	Group 1	Proficient English users with solid reading, writing and analytical ability. Default placement for most DP students. Emphasis on personal response, critical thinking and reflective analysis.	Native or near-native English proficiency
French	Language B SL (Standard Level)	Group 2	Students with some prior French learning who are ready to develop language skills further. Focuses on the five IB themes, authentic texts, and an Individual Oral (IO) component.	Some prior French exposure required. Less than 2 years of prior formal study.
French	Ab Initio SL (Standard Level only)	Group 2	Complete beginners with no prior French experience. Course introduces basic language skills for everyday use and cultural awareness. Exit proficiency is introductory.	None required. Must be a genuine beginner in French. NOT offered to students with 2 or more years of prior French.
Spanish	Language B SL (Standard Level)	Group 2	Students with some prior Spanish learning who are ready to extend language skills. Covers the five IB themes through authentic texts, written tasks, and an Individual Oral (IO).	Some prior Spanish exposure required. Less than 2 years of prior formal study.
Spanish	Ab Initio SL (Standard Level only)	Group 2	Complete beginners with no prior Spanish experience. Course builds foundational language skills for everyday contexts and introduces Hispanic cultures. Exit proficiency is introductory.	None required. Must be a genuine beginner in Spanish. NOT offered to students with 2 or more years of prior French.

Mathematics Placement Guidelines:

Placement Criterion	AA HL (Analysis & Approaches — Higher Level)	AA SL (Analysis & Approaches — Standard Level)	AI HL (Applications & Interpretation — Higher Level)	AI SL (Applications & Interpretation — Standard Level)
1 · Prior Academic Performance (MYP / IGCSE / CBSE Grade 10)				
Grade / Score Threshold	MYP Mathematics Extended: 6–7 IGCSE: A* / A (grade 8–9) CBSE: 90% and above in Mathematics	MYP Extended: 5–6 or Standard: 6–7 IGCSE: B / A (grade 6–7) CBSE: 75–89% in Mathematics	MYP Extended: 5–7 (with strong stats interest) IGCSE: A* / A with preference for applied/data topics CBSE: 80%+ with good performance in Statistics	MYP Standard: 4–6 or Extended: 4–5 IGCSE: C / B (grade 5–6) CBSE: 60–74% in Mathematics
Consistency of Performance	Top grades sustained across Grade 9 and 10 — not a single strong exam result alone.	Consistent mid-to-high performance; no significant dips in Algebra or early Calculus topics.	Consistent performance especially in Statistics, Probability, and Data Handling units.	Adequate performance overall. May have gaps in abstract Algebra but sound in numeracy and basic statistics.
2 · Diagnostic / Placement Test (school-administered)				
Score Range	75% or above on a diagnostic covering Algebra, Functions, Trigonometry, and introductory Calculus.	55–74% on the same diagnostic. Strong in Algebra but may have gaps in Calculus concepts.	65% or above on a diagnostic weighted toward Statistics, Probability, and Modelling tasks.	40–64%. Sound arithmetic and basic statistics. Struggles with abstract or multi-step algebraic problems.
Abstract Reasoning Ability	Engages with unseen problem types. Transfers algebraic reasoning to unfamiliar contexts. Comfortable working without a calculator.	Solves structured problems well. Needs scaffolding for novel or multi-step problems. Some difficulty with non-calculator tasks.	Strong with data-driven and real-world problem contexts. Less comfortable with formal proof or abstract derivation.	Comfortable with guided, applied problems. Avoids abstract reasoning tasks. Uses GDC/calculator as primary tool.
3 · University & Career Aspirations				
Target Degree Fields	Most top universities require or strongly prefer AA HL for: <ul style="list-style-type: none"> Engineering (all streams) Pure & Applied Mathematics Physics Computer Science Architecture Actuarial Science 	AA SL is sufficient for: <ul style="list-style-type: none"> Pre-Medicine (many programmes) Law Social Sciences & Humanities Education Life Sciences (Biology-led) Liberal Arts programmes 	AI HL is preferred for: <ul style="list-style-type: none"> Data Science & Analytics Economics & Econometrics Business Analytics Environmental Science Geography (quantitative focus) Psychology (research-heavy programmes) 	AI SL is sufficient for: <ul style="list-style-type: none"> Business & Management Psychology (non-research) Design & Visual Arts Nursing & Allied Health Journalism & Communication Hospitality & Tourism
University Region & Expectations	AA HL is often a hard prerequisite at: <ul style="list-style-type: none"> UK: Oxbridge, Imperial, UCL, Edinburgh (engineering/CS) US: MIT, Caltech, Ivy 	AA SL widely accepted at: <ul style="list-style-type: none"> US Liberal Arts Colleges UK mid-tier universities (non-STEM) Indian universities — 	AI HL increasingly accepted at: <ul style="list-style-type: none"> Business schools globally (LSE, Warwick, NUS Business) 	AI SL appropriate for: <ul style="list-style-type: none"> Vocational and foundation programmes Local and regional universities

	League STEM programmes <ul style="list-style-type: none"> India: Strong preparation for JEE-level thinking (IIT pathway) Europe: ETH Zurich, TU Delft, KTH 	humanities/social sciences <ul style="list-style-type: none"> Canadian universities (non-engineering programmes) 	<ul style="list-style-type: none"> Data/analytics programmes in US, UK, Australia Applied sciences programmes in Europe and Australia 	<ul style="list-style-type: none"> Programmes with no stated math prerequisite
4 • Pathway Distinction: AA vs AI (this decision is independent of HL / SL)				
Nature of Mathematics Preferred	AA — Analysis & Approaches Pure mathematics focus: Algebra, Proof, Calculus, Trigonometry, Complex Numbers (HL). Emphasises abstract reasoning, formal proof, and mathematical rigour. Includes a non-calculator paper.		AI — Applications & Interpretation Applied mathematics focus: Statistics, Modelling, Technology use, Real-world data analysis. Emphasises mathematics as a tool for real-world problem-solving. GDC/calculator used throughout — no non-calculator paper.	
Key Differentiator	AA students are comfortable working without a calculator. They enjoy proof and derivation for its own sake. They are curious about why mathematics works — not just how to apply it.		AI students thrive when mathematics is embedded in meaningful context. They prefer using GDC/technology to explore, model, and interpret data. They are comfortable with uncertainty and statistical reasoning.	

9. Commitment to diversity and inclusion:

The school welcomes students from **diverse backgrounds, cultures, and learning profiles** without discrimination based on race, gender, ethnicity, religion, language, or socioeconomic status. We are deeply committed to creating a diverse and inclusive learning environment, providing access to IB programs to all students who demonstrate the traits outlined above **Entry requirements**. (See section 7 above). As outlined in our inclusion policy, the school is committed to **gender equality** and **inclusive practices** for students of all gender identities and expressions. The admission policy also defines the processes clearly to ensure that the admissions process is **fair, transparent, and free of bias**. Similarly, our Language Policy accepts language diversity as a core value and recognizes the importance of **mother-tongue support** and **multilingualism**, ensuring that students from non-English-speaking backgrounds are included.

10. Policy Review and Communication to all stakeholders:

Principals, Coordinators, and the Admissions Department will review the Admission Criteria in consultation with subject teachers once a year.

All school policies are communicated to the teachers, students, and parents regularly and uploaded on the school website.

To enhance the language, we have used various AI models with the prompt <improve it>.

23. References:

1. **International Baccalaureate.** *IB Programme Standards and Practices.* 2020, <https://resources.ibo.org/ib/psp/Standards-and-Practices/?lang=en>. Accessed 9 Dec. 2024.