



BANGKOK PREP

Bangkok International Preparatory & Secondary School

Est. 2003

School Profile 2026-27

OUR SCHOOL

Bangkok International Preparatory & Secondary School (Bangkok Prep) is a CIS accredited coeducational international school located in central Bangkok, Thailand. It was founded in 2003 and has become one of the leading International Schools in Bangkok. More recently Bangkok Prep, has joined the International Schools Partnership (ISP), a global network of 95+ diverse schools in 25 countries committed to empowering students to become critical thinkers and reach their full potential as global citizens with an international mind-set.

OUR COMMUNITY

Bangkok Prep is an open enrollment school serving the diverse needs of approximately 1,800 students between the ages of 3-18. All academic courses, with the exception of those offered in World Languages, are taught in English. However, we pride ourselves on the diversity of our learners. Many of our students have multiple passports and have lived in multiple countries with many speaking a language other than English as a primary language. This geographic and cultural diversity is also reflected in the composition of our teaching body adding to the international perspectives present within the classroom.

OUR VISION

TO PREPARE OUR COMMUNITY FOR
A SUSTAINABLE GLOBAL FUTURE.

OUR MISSION

At Bangkok Prep we ensure that:

- Learners reach their full potential both academically and in preparation for life beyond Bangkok Prep
- We provide an enriched curriculum in which innovation, sustainability, creativity and health are highlighted
- We will inspire students to achieve their best through collaborative learning in a safe and enjoyable learning environment
- We will develop globally minded, passionate learners who will uphold the Bangkok Prep Life Values of being honest, holding high moral standards and having integrity and empathy towards others

BANGKOK PREP'S LIFE VALUES

The Bangkok Prep Life Values were devised after discussions with representatives from staff, students and parents and are firmly embedded within everything we do at school. Each reflects a core value that we believe will assist our students to become positive, involved and caring children who aspire to be the best that they can be, socially and academically.



AFFILIATIONS & ACCREDITATIONS



KEY PERSONNEL

Head of School: Duncan Stonehouse

Head of Secondary School: Tia Court-Smith

Head of Future Pathways:

Steve Tippen - stippen@bkkprep.ac.th

Head of University Guidance:

Charisma Murray - cmurray@bkkprep.ac.th

Head of Careers & Student Pathways:

Edel Rio Tinto - eriotinto@bkkprep.ac.th

Future Pathways Counsellors:

Deepa Parekh - dparekh@bkkprep.ac.th

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Martin Zarate - mzarate@bkkprep.ac.th

SCHOOL CODES

CEEB Code: 695516

Cambridge Assessment Centre No: TH187

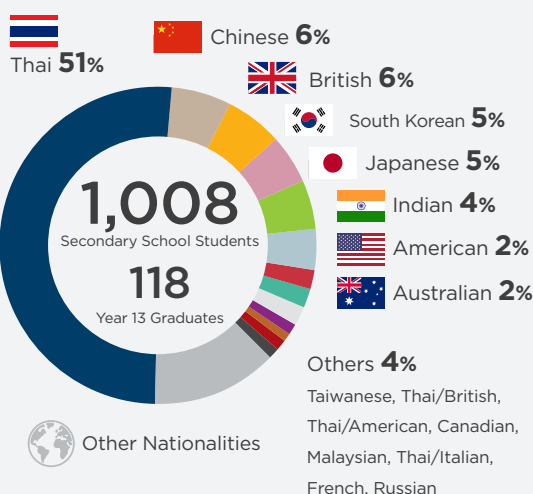
Oxford AQA Centre No: 96023

Pearson Centre No: 93369

UCAS Centre No: 461558

SAT Centre: 71139

STUDENT PASSPORTS



CURRICULUM OVERVIEW

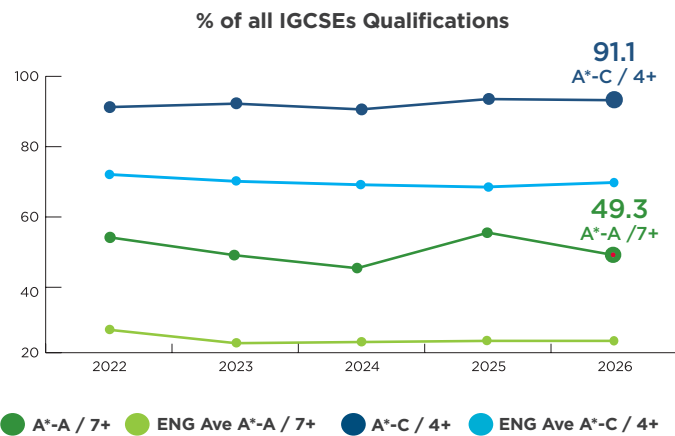
Bangkok Prep's senior school curriculum is based on the National Curriculum for England which has been adapted to fit within an international setting. In Years 7-9 (Grades 6-8) students follow a broad foundational set of studies which enables them to gradually narrow their specialisms for their IGCSEs in Year 10-11 (Grades 9-10) and International A-levels/BTECs in Years 12-13 (Grades 11-12).

Key Stage 4 : IGCSEs

In Years 10-11 (Grades 9-10) students study externally assessed IGCSEs (International General Certificate of Secondary Education) accredited by 3 UK-based exam boards.

Students typically take between 6-11 subjects and are required to take qualifications in the following categories:

- **English** (English Literature, English Language or English as a 2nd Language). Students taking English as a 2nd Language do not take English Literature.
- **Mathematics** Our most able students (approximately 10% of the cohort) may take an advanced Further Maths course in addition to the standard Maths IGCSE.



- **Sciences** (3 separate sciences - Biology, Chemistry, Physics or Coordinated Science - a combination of all 3 sciences worth 2 IGCSEs)

- **World Languages** (French, Japanese, Mandarin, Spanish or Thai)

In addition students choose at least **three** from this list of optional subjects:

Art and Design	Drama	Geography
Photography	Music	History
Design and Technology	Media Studies	Economics
Psychology	Computer Science	Travel and Tourism
Business Studies	Physical Education	

Certificates are awarded at the end of Year 11. Depending on the awarding exam board, grades are awarded using either a letter or numerical based grading system. A comparison of the different grades can be viewed below:

IGCSE Grading Structure (9-U)	9	8	7	6	5	4	3	2	1	U
IGCSE Grading Structure (A*- U)	A*	A	B	C	D	E	F	G	U	

Key Stage 5 : International A-levels / International BTECs

Key Stage 5 (*also known as Sixth-Form*) encompasses the final two years of high school. Students typically take 3 or 4 subjects made up of International A-level or International BTEC (Business and Education Council) Subsidiary Diploma courses. BTEC qualifications provide a more career-focused qualification route with a project-based approach to assessment.

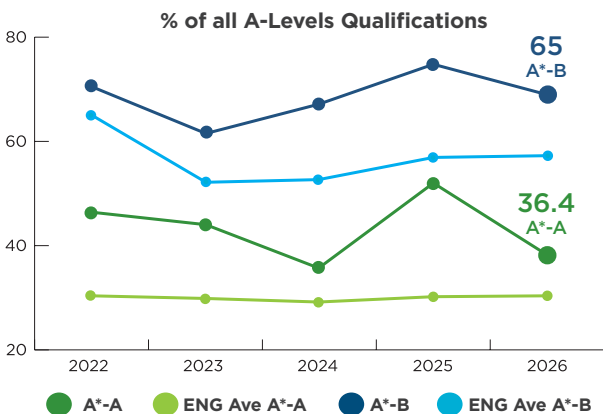
Art and Design	Drama	History	Music	BTEC Business
Biology	Design Technology	Mathematics	Physical Education	BTEC Sport*
Business	Economics	Further Mathematics	Physics	BTEC Travel and Tourism
Chemistry	English Literature*	Mandarin	Psychology	BTEC Information Technology
Computer Science	French	Media Studies	Spanish	BTEC Music*
Digital Media and Design	Geography			

Most International A-levels / BTECs have assessments at the end of Year 12 (Grade 11) providing AS qualifications and Level 3 BTEC Certificates which typically make up half of the total qualification. Some qualifications (marked with an asterisk above) are run as a linear qualification - meaning that they will complete all of their assessments at the end of Year 13. Consequently, there will be no Year 12 external grade provided in these subjects.

A-levels are graded on an A*-U system with the maximum mark that can be achieved at AS level being an A grade. International BTECs are marked from a Distinction* to a Pass with a basic comparison to International A-levels included in the table below:

Students in Key Stage 5 also have the opportunity to undertake the Extended Project Qualification (EPQ) which is an externally assessed independent research project on a topic of their choice which must be undertaken with minimal supervision. EPQs are graded from A*-U and are the equivalent of an AS qualification. Due to the individual nature of the EPQ no internal grades or predicted grades are provided on transcripts.

A Level	A*	A	B	C	D	E	U
AS Level	A	B	C	D	E	U	
BTEC International Cert	Dist*	Dist	Merit	Pass	U		
BTEC International Sub Dip							



SCHOOL POLICIES / EXTRA-CURRICULAR AND LEADERSHIP

REPORTING / GRADING SYSTEMS AND POLICIES

- Students receive internal grades in each trimester except in those years when external exams are sat in the final trimester (Years 11, 12 and 13).
- To provide an accurate representation of a student's progress, internal grades are referred to as '*Most Likely Grades*'. These grades reflect a student's most likely level of achievement in the next external assessment should they maintain their current level of progress.
- Grades are not internally weighted or used to calculate a Grade Point Average (GPA). It is also school policy not to rank students.
- To aid clarity further the external grades students achieve in all school examinations are included as part of their transcript.
- Formal predicted grades are provided at the beginning of Year 13 to satisfy those application systems that require them. The school maintains a robust and evidence-led approach to the awarding of predicted grades and an effective system is followed which ensures that grades are not artificially inflated and teachers are able to make professional evidence-led judgements whilst being insulated from undue pressure from students and parents. In addition the accuracy of predicted grades is monitored to ensure sound judgements are being made by all academic departments. For full transparency these predicted grades are also included as part of a student's transcript whether an application system requires them or not.

BANGKOK PREP'S UNIVERSITY APPLICATION POLICIES

- Bangkok Prep is dedicated to upholding the ethical principles of integrity, accountability, and courtesy throughout a students' university application journey. Students in Year 12 (Grade 10) sign an application integrity agreement based on the ethical guidelines outlined by the National Association of College Admission Counseling (NACAC) and the Career Development Institute (CDI).
- Bangkok Prep students are initially limited in being able to apply to 10 well-considered university applications worldwide and are provided with advice and guidance to ensure that this allocation is utilised deliberately and thoughtfully.
- Students are allowed a maximum of one counsellor recommendation and two teacher recommendations (unless a university specifies additional requirements) and all letters of recommendation are treated as confidential.
- To ensure the accuracy, integrity, and authenticity of all applications, Bangkok Prep strongly encourages students to exclusively collaborate with the school's college counselling department known as the 'Future Pathways Team'. Students must declare any involvement with external university guidance agencies, including test preparation courses, essay tutoring, application workshops, and one-on-one support.
- Bangkok Prep is committed to providing universities with requested information regarding a student's disciplinary record (e.g. out-of-school suspensions and/or expulsions). We encourage university admissions professionals to reach out to us with any questions or concerns regarding a Bangkok Prep student's application. We sincerely appreciate and promptly attend to all such inquiries.

EXTRA-CURRICULAR, SPORT, ARTS AND LEADERSHIP PROGRAMMES

Bangkok Prep students are strongly encouraged to engage with a range of activities and initiatives beyond their academic study.

Our extracurricular programme (ECAs) offers a variety of activities with over 150 Sports clubs alone ranging from football to triathlon. Students are also encouraged to engage in a range of academic clubs and volunteering. The school has a long-running project with a local school (Thawsi) where our students support Thai teachers in developing each pupil's English language skills. In addition Bangkok Prep values work-based experiences with the vast majority of students undertaking at least one internship during their time in the senior school.

At an elite level, student athletes compete in key international school association competitions such as TISAC, BISA and FOBISIA achieving notable successes. Bangkok Prep's bespoke Student Athlete Programme provides a clear pathway for elite athletes, ensuring that they are able to balance both the academic and athletic demands placed upon them, and the Sport Leadership programme provides them with the coaching skills essential for their future development.

Bangkok Prep also emphasises the importance of the Creative and Performing Arts. The annual Eisteddfod festival involves the entire school community in a range of activities centred around the Arts whilst the school production typically involves over 100 cast and crew producing large-scale professional productions such as Aladdin or The Wizard of Oz. The annual art exhibition helps raise the profile of our young artists who often go on to exhibit their work in external settings. A number of music festivals are also timetabled throughout the year and a wide range of ensembles—including the PREPharmonic Orchestra, Jazz Band and multiple string groups—provide opportunities for students to refine their performance skills alongside instrumental and vocal lessons.

Finally, Student Leadership is an integral part of a student's holistic development at Bangkok Prep. More than a quarter of our students are actively engaged in the Student Leadership Programme providing them with opportunities to develop responsibility and collaborative skills. The leadership structure, designed by students themselves, mirrors our staff leadership model. Within this model, students lead initiatives, represent their peers, and contribute to school life in ways that strengthen both our community and culture.



SELECTED UNIVERSITY OFFERS/ ACCEPTANCES 2024-2026

United Kingdom

Abertay University
Anglia Ruskin University
Architectural Association School of Architecture
Arts University Bournemouth
Aston University, Birmingham
Birbeck, University of London
Birmingham City University
Birmingham City University International College
Bournemouth University
Bristol, University of the West of England
Brunel University of London
Cardiff University
City, University of London
Coventry University
Durham University
Edge Hill University
Edinburgh Napier University
Falmouth University
Glasgow School of Art
Goldsmiths, University of London
Heriot-Watt University
Imperial College London
Keele University
King's College London, University of London
Kingston University
Lancaster University
Leeds Arts University
Leeds Beckett University
Liverpool Hope University
Liverpool John Moores University
London Metropolitan University
London School of Economics and Political Science (LSE)
Loughborough University
Manchester Metropolitan University
Middlesex University
Newcastle University
Norwich University of the Arts
Nottingham Trent University
Oxford Brookes University
Queen Mary University of London
Queen's University, Belfast
Regent's University London
Robert Gordon University
Royal Holloway, University of London
Sheffield Hallam University
St George's University of London
SOAS University of London
Swansea University
Teesside University, Middlesbrough
The University of Edinburgh
UCL (University College London)
University for the Creative Arts
University of Aberdeen
University of Bath
University of Birmingham
University of Brighton
University of Bristol
University of Buckingham
University of Cambridge
University of Chester
University of Chichester
University of Derby
University of Dundee
University of Essex
University of Exeter
University of Glasgow
University of Huddersfield
University of Kent
University of Leeds
University of Leicester
University of Liverpool
University of Manchester
University of Nottingham
University of Plymouth
University of Portsmouth
University of Reading
University of Sheffield
University of Southampton
University of St Andrews
University of Stirling
University of Strathclyde
University of Surrey
University of Sussex
University of the Arts London
University of the West of Scotland
University of Warwick
University of Winchester
University of York
York St John University

Rest of Europe

KU Leuven (BEL)
American University of Paris (FR)
Ecole Polytechnique (FR)
Karlsruhe Institute of Technology (GER)
University of Europe for Applied Sciences (GER)
Deree, The American College of Greece (GRC)
University of Debrecen (HUN)
University of Pécs (HUN)
Trinity College Dublin (IRE)
University College Cork (IRE)
Istituto Marangoni (IT)

LUISS Guido Carli University (IT)
Nuova Accademia di Belle Arti (IT)
Polimoda (IT)
Università Bocconi (IT)
Queen Mary University of London Malta (MLT)
ArtEZ University of the Arts (NETH)
Delft University of Technology (NETH)
Erasmus University Rotterdam (NETH)
Hotel School the Hague (NETH)
Maastricht University (NETH)
Tilburg University (NETH)
University College Groningen (NETH)
University of Amsterdam (NETH)
University of Twente (NETH)
University of Navarra (SP)
Hotel Institute Montreux (SWI)
EHL Hospitality Business School (SWI)
Les Roches (SWI)

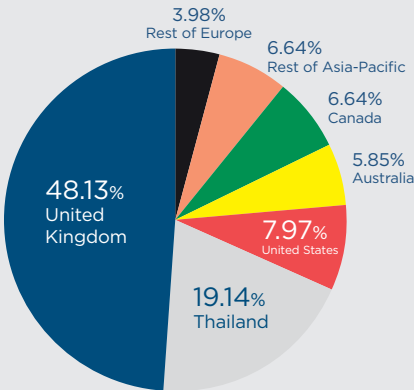
United States

Arizona State University
Beloit College
Binghamton University
Boston University
Bunker Hill Community College
California State University-Fullerton
California State University-Long Beach
Chapman University
Colorado State University-Fort Collins
Concordia University
Columbia College Chicago
Cornell University
Denison University
Florida International University
Georgia Institute of Technology
Gettysburg College
Indiana University-Bloomington
Knox College
Louisiana State University - Baton Rouge
Loyola Marymount University
Maryland Institute College of Art
Michigan Lake Forest College
Michigan State University
Mount Holyoke College
New York University
Northeastern University
Ohio Wesleyan University
Ohio State University
Orange Coast College
Otis College of Art and Design
Pace University
Pennsylvania State University
Purdue University
Reed College
Rhode Island School of Design
Rose-Hulman Institute of Technology
Rutgers University
San Diego State University
Sarah Lawrence College State University
Savannah College of Art and Design
Stony Brook University
Suffolk University
SUNY Buffalo State University
The New School
Union College
University of California-Davis
University of California-Irvine
University of California-Los Angeles (UCLA)
University of California-Merced
University of California-Riverside
University of California-San Diego
University of California-Santa Barbara
University of California-Santa Cruz
University of Colorado-Boulder
University of Connecticut
University of Florida
University of Idaho
University of Illinois Urbana-Champaign
University of Massachusetts-Amherst
University of Massachusetts-Boston
University of Michigan-Ann Arbor
University of Minnesota-Twin Cities
University of Nevada-Reno
University of Nevada-Las Vegas
University of Rochester
University of San Francisco
University of Southern California
University of the Pacific
University of Washington-Seattle
University of Wisconsin-Madison
Virginia Polytechnic Institute and State University
Washington State University
Wesleyan College
Whittier College

Canada

Alberta University of the Arts (AUArts)
Bishop's University
Brock University
Capilano University
Carleton University
Concordia University
Emily Carr University of Art and Design (ECUAD)

DISTRIBUTION OF OFFERS/ ACCEPTANCES 2026



Huron University
Kwantlen Polytechnic University (KPU)
Nova Scotia College of Art and Design
OCAD University
Ontario Tech University
Queen's University
Simon Fraser University (SFU)
Toronto Metropolitan University
University of Alberta
University of British Columbia (UBC)
University of Calgary
University of Ottawa
University of Toronto
University of Waterloo
Western University
Wilfrid Laurier University
York University

Australia

Adelaide University
Macquarie University
Monash University
Queensland University of Technology
University of Melbourne
University of Newcastle
University of New South Wales (UNSW)
University of Queensland
University of Sydney
University of Technology, Sydney
University of Victoria
University of Western Australia

Thailand

Assumption University
Bangkok University
Chiang Mai University (CMU)
Chulabhorn Royal Academy
Chulabhorn International College of Medicine (CICM)
Chulalongkorn University
Civil Aviation Training Center
Kasetsart University
Khon Kaen University
King Mongkut's Institute of Technology Ladkrabang (KMITL)
King Mongkut's University of Technology Thonburi (KMUTT)
Mahidol University
Rangsit University
Silpakorn University
Sirindhorn International Institute of Technology (SIIT)
Srinakharinwirot University
Thammasat University
Western University

Rest of Asia-Pacific

Fudan University (CH)
Nanjing University (CH)
Shanghai Jiao Tong University (CH)
Zhejiang University (CH)
Chinese University of Hong Kong (HK)
City University of Hong Kong (HK)
Hong Kong Polytechnic University (HK)
Hong Kong University of Science and Technology (HK)
Hong Kong Baptist University (HK)
University of Hong Kong (HK)
Keio University (JPN)
Kyoto University of Advanced Science (JPN)
Kyushu University (JPN)
Nagoya University (JPN)
Nagoya University of Commerce & Business (JPN)
Osaka University (JPN)
Temple University (JPN)
Tsukuba (JPN)
Waseda University (JPN)
Monash University Malaysia (MAL)
Newcastle University Malaysia (MAL)
University of Nottingham, Malaysia (MAL)
University of Auckland (NZ)
ESSEC Business Singapore (SING)
LASALLE College of the Arts (SING)
National Yang Ming Chiao Tung University (TAI)
National Sun Yat-Sen University (TAI)