

History assessed student work

History assessed student work

Diploma Programme

History assessed student work

Published February 2026

Published by the International Baccalaureate Organization, a not-for-profit educational foundation of Rue du Pré-de-la-Bichette 1, 1202 Genève, Switzerland.

Website: ibo.org

© International Baccalaureate Organization 2026

The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

The IB may use a variety of sources in its work and check information to verify accuracy and authenticity, particularly when using community-based knowledge sources such as Wikipedia. The IB respects the principles of intellectual property and makes strenuous efforts to identify and obtain permission before publication from rights holders of all copyright material used. The IB is grateful for permissions received for material used in this publication and will be pleased to correct any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the IB's prior written permission, or as expressly permitted by the [Rules for use of IB Intellectual Property](#).

IB merchandise and publications can be purchased through the [IB Store](#) (email: sales@ibo.org). Any commercial use of IB publications (whether fee-covered or commercial) by third parties acting in the IB's ecosystem without a formal relationship with the IB (including but not limited to tutoring organizations, professional development providers, educational publishers and operators of curriculum mapping or teacher resource digital platforms, etc.) is prohibited and requires a subsequent written licence from the IB. Licence requests should be sent to copyright@ibo.org. More information can be obtained on the [IB public website](#).

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.

Overview

These examples are intended to illustrate the internal and external assessment components of the course, and to inform teachers about how the assessment criteria are interpreted and applied. They are taken from recent assessment sessions with adjustments to account for changes in assessment requirements or criteria. The examples are based on authentic work so they may include spelling, grammatical and other inconsistencies or errors.

Please note that these marks and comments are to be used for guidance. They are not definitive and have not been generated through the IB's process of standardization.

These examples will be replaced with authentic examination examples following first assessment in 2028.

Internal assessment

Example 1: Cortés and fall of the Aztec Empire

Title: To what extent was Hernán Cortés significant in the fall of the Aztec Empire between 1519 and 1521?

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Depiction of women in the Algerian War for Independence

Title: How accurate is the 1966 film *The Battle of Algiers* in its depiction of the role of women in the Front de libération nationale during the Algerian War for Independence?

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Rommel and plot to kill Hitler

Title: To what extent did Erwin Rommel support the 20 July 1944 plot to kill Adolf Hitler?

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Paper 1

Example 1: Political and economic transitions

Title: To what extent was western influence the main cause of the Meiji Restoration?

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Conflict and displacement

Title: To what extent was persecution the main reason for post-war mass displacement in Europe?

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Protest and change

Title: To what extent was growing participation of women in the workforce the main reason for the emergence of the feminist movement?

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Paper 2

Example 1: Authoritarian rule

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Conflict

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Innovation and transformation

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Paper 3

Example 1: The Americas

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2: Africa and the Middle East

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3: Europe

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 4: Asia and Oceania

[Work submitted for assessment \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)