**Purpose**

A critical essay involves evaluating information, theories or situations and is an important way of analysing information, posing questions and challenging information. The critical essay is an important academic tool that allows your knowledge to develop, because rather than being a personal opinion, the critical essay requires an in-depth analysis of a topic.

**Structure**

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Body</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce topic &amp; provide a context for the essay</strong></td>
<td><strong>Answer the question by developing a discussion</strong></td>
<td><strong>Restate the Main Point</strong></td>
</tr>
<tr>
<td>Introductions have two parts:</td>
<td>Here, show your knowledge and understanding of material that has been read.</td>
<td>1. Relate the essay back to the essay question</td>
</tr>
<tr>
<td>1. General statements about your topic. These sentences need to:</td>
<td>If the question / answer has more than one part, the body of the text should be structured into separate sections and addressed individually.</td>
<td>2. Reiterate the thesis point</td>
</tr>
<tr>
<td>• Attract reader’s attention</td>
<td>Your argument should be presented logically and cohesively by following the general paragraph structure of:</td>
<td>3. Reiterate most important evidence supporting the position taken</td>
</tr>
<tr>
<td>• Introduce the topic in a general way to orientate your reader to the subject and to provide background information.</td>
<td><strong>Topic sentence</strong></td>
<td>4. May also contain a reflection on the evidence presented.</td>
</tr>
<tr>
<td>This provides the context. Keep statements brief.</td>
<td>States the topic and central idea of the paragraph. (The point the paragraph makes)</td>
<td>5. Questions such as these may be considered:</td>
</tr>
<tr>
<td>• Provide background information</td>
<td><strong>Supporting sentences</strong></td>
<td>- What is the significance of your findings?</td>
</tr>
<tr>
<td>2. The thesis statement. It is often the last sentence of the introduction and gives the reader the following information:</td>
<td>These sentences support, expand, explain, examine and justify the points made in the topic sentence. (Evidence, examples and quotes that support your position.</td>
<td>- What are the implications of your conclusions for this topic and for the broader field?</td>
</tr>
<tr>
<td>State specific topic.</td>
<td><strong>Concluding Sentence</strong></td>
<td>- Are there any limitations to your approach?</td>
</tr>
<tr>
<td>• Identifies your position on the topic or question</td>
<td>Relate the example and evidence back to your thesis</td>
<td>- Are there any other factors of relevance that impact upon the topic but fell outside the scope of the essay?</td>
</tr>
<tr>
<td>• List the subtopics that will be discussed</td>
<td>2. Relate the essay back to the essay question</td>
<td></td>
</tr>
<tr>
<td>• Limits the scope of what will be discussed</td>
<td>3. Reiterate most important evidence supporting the position taken</td>
<td></td>
</tr>
<tr>
<td>• Indicates the pattern of organisation of the essay and gives a clear outline of what will follow</td>
<td>4. May also contain a reflection on the evidence presented.</td>
<td></td>
</tr>
<tr>
<td>• Indicates your argument or contention when you are asked to ‘draw conclusions’ about a subject.</td>
<td>5. Questions such as these may be considered:</td>
<td></td>
</tr>
</tbody>
</table>

- What is the significance of your findings?
- What are the implications of your conclusions for this topic and for the broader field?
- Are there any limitations to your approach?
- Are there any other factors of relevance that impact upon the topic but fell outside the scope of the essay?
- Are there any suggestions you can make in terms of future research?

6. The conclusion should match the introduction in terms of the ideas presented and the argument put forward.
Academic Language

Academic words for reporting and connecting ideas

To introduce an additional idea
In addition, another reason/aspect/example, furthermore, moreover, besides, also

To introduce an opposite idea or contrast
On the other hand, in contrast, in spite of. Although, still, nonetheless, instead, compare this with, alternatively, otherwise, on the contrary, rather

To give an example
For example, for instance, an example of this is, a further instance of this is,

To list ideas in order of time
First, first of all, first and foremost, second, more important, most important, more significantly, above all, most of all, concurrently, an additional

To introduce an explanation or make a stronger statement
In fact, indeed

To introduce a result
Accordingly, as a result, as a consequence, consequently, for these reasons, hence, therefore, thus

To point to evidence
It can be seen that, the evidence is that, in support of this

To make a tentative statement
Studies suggest that, perhaps, it would seem that, it tends to be the case that, studies indicate

Hedging Expressions
It should be the case that..... Viewed in this way......
It might be suggested that..... There is every hope that....
It may be possible to obtain..... It is important to develop.....
It is useful to study........... It is not known whether
One cannot exclude from....... It is/it is not difficult to conclude from...

References

Discipline Examples
Psychology
Sociology
BA1002

Useful Links
Understanding the Assignment Question
https://libguides.jcu.edu.au/writing/writing1
Planning the assignment
https://libguides.jcu.edu.au/writing/writing3
Paragraph writing
https://libguides.jcu.edu.au/writing/writing4a#s-lg-box-21116603
Integrating evidence
https://libguides.jcu.edu.au/writing/writing4b#s-lg-box-21039759
Editing
Manchester Phrasebank
http://www.phrasebank.manchester.ac.uk/
Critical reading and note-taking
https://libguides.jcu.edu.au/writing/writing2