



THE PURPOSE OF A CONCLUSION



Your conclusion brings together the main points in your assignment, but it is not simply a restatement of what is in your introduction. It synthesises, or draws together, all of your premises and demonstrates how they come together to support your claim. This means you should briefly revisit each key point, but more importantly, show that they are strongest together. You should not make any new points in the conclusion; however, you may reach beyond the boundaries of the assignment. This means your conclusion may make recommendations or point to areas for further research.

A conclusion should include the following items:

- a synthesis of the main points made throughout the assignment
- restate your thesis as a considered answer to the question
- implications and areas for further research (if appropriate)
- a statement about the relevance of your findings (if appropriate)
- any recommendations you wish to make (if appropriate)
- a clear final sentence that leaves your reader with your overall conclusion and closes the conversation down

Importantly, remember that the conclusion is your chance to make a final impression on the reader. Let them know your final thoughts on the topic and draw out the implications of the issue to give them something to take away.

The conclusion should make up approximately 10% of your assignment.

[SEE THE GUIDE ON WRITING AN ARGUMENT](#)

EXAMPLE CONCLUSION

Restatement of the thesis

Synthesis of the main points

Considered answer to the question

A clear final sentence

Areas for further

In this paper, it has been argued that in order for education to be fair, our attention must be shifted from innate sex or gender differences, to the social, political and historical contexts and power relations that continue to mean that 'some' boys and 'some' girls remain privileged within schooling settings over others. Essentialist and foundationalist ways of perceiving boys and girls may provide means of categorising and organising young people. However, they also provide a limited and arguably oppressive way of thinking about and responding to young people and their educational needs. There can be no doubt that such a complex issue as this cannot be solved quickly, and that co-educational schooling can raise just as many issues as single-sex schooling. The solution, therefore, may be to concentrate our efforts on providing rich learning environments for all young people while actively probing the ways in which educational inequalities can be reproduced, and indeed this is a vital area for further research.