

# Cylchgrawn Her



Mathemateg / Maths

Daearyddiaeth/ Geography

Erthyglau/Articles

Chwaraeon/Sports

Gwyddoniaeth/Science

Ymweliadau/Visits

Cwisiau/Quizzes

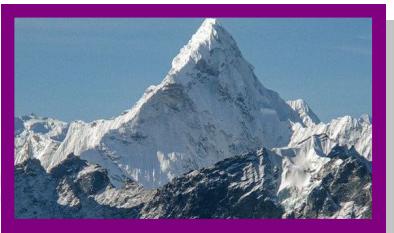
Her / Challenges

Profiadau/Experiences

Saesneg/English

TGCH / IT

Ieithoedd/Languages



# Challenge Magazine

# Croeso i Gylchgrawn Her

## Ysgol David Hughes

Bwriad y cylchgrawn hwn, a gafodd ei greu gan grŵp brwd frydig ac abl o ddisgyblion, yw dangos yn y lle cyntaf beth sy'n her mewn ysgol, a sut y gallwn ni gael ein herio ymhellach o fewn awyrgylch addysgol. Mae'r cylchgrawn wedi'i lunio ar sail ryngweithiol, gyda golwg ar y darllen ydd: mae'r rheini y tu ôl iddo wedi cynllunio cwsiau a heriau arbennig yn seiliedig ar bynciau unigol, fel y gallwch chithau gael eich 'herio'. Yng ngoleuni'r angen am ymwybyddiaeth a dealltwriaeth fyd-eang, fe wnaethon ni gynnwys heriau yr ydyn ni, yr hil ddynol, wedi'u goresgyn yn llwyddiannus. Ar y clawr blaen fe welwch chi luniau o wahanol heriau drwy'r oesoedd. A ydych chi'n gallu dyfalu beth ydyn nhw? Ar y cefn, caiff yr heriau hynny rydyn ni wedi ymateb yn llwyddiannus iddyn nhw eu datgelu. Fe welwch chi hefyd ein bod ni wedi cynnwys heriau y mae gofyn inni o hyd eu goresgyn, hyd yn oed yn yr unfed ganrif ar hugain.

Ond mae'n deg gofyn pam y mae'n bwysig cael sialens a chael ein herio. Ar lefel sylfaenol, rhan o'n esblygiad fel bodau dynol yw ein bod ni wedi magu diddordeb mewn gweithgareddau sy'n ymestyn ein galluoedd deallusol a chorfforol. Mae hyn yn un o'r prif resymau y tu ôl i'n brwd frydedd ni, fel grŵp o ddigybillion, wrth greu'r cylchgrawn

hwn: rydyn ni wrth ein bodd yn wynebu her. Rydyn ni hefyd am drosglwyddo'r mwynhad hwn o gael ein herio i chi, drwy ddangos sut rydym ni wedi ein herio ein hunain yn yr ysgol a'r tu allan iddi, a chael budd enfawr o wneud hynny. Rydyn ni am ddangos bod derbyn a chroesawu her yn ffordd o werthfawrogi'r hawl sydd gennym yma yn y Gorllewin i gael addysg.

Nid yw wynebu heriau yn golygu mynd allan a rhedeg marathon; mae'n gallu golygu rhywbeth mor fach â gwrandio ar y newyddion bob bore, neu benderfynu cyflwyno gwaith cartref yn brydlon. Serch hynny, mae'r ddynol-ryw wedi dangos yn glir bod heriau mwy o dipyn yn gallu cael eu goresgyn. Er enghraifft, fe wnaeth Martin Luther King frwydro dros hawliau sifil ar gyfer pobl dduon yn y 1950au a'r 1960au, gan oresgyn yn y pen draw yr her a ddaeth yn sgil gwahaniaethu rhwng pobl ar sail lliw eu croen. Enghraifft arall, fwy diweddar, fyddai Nelson Mandela, neu hyd yn oed Malala Yousafzai, a fu'n brwydro dros hawl merched i gael addysg, gan ennill Gwobr Heddwch Nobel – y enillydd ifancaf erioed.

Waeth pa mor fach neu fawr y mae'r her yn ymddangos, rydyn ni wedi creu'r cylchgrawn hwn i ddangos eu bod i gyd yr un mor bwysig â'i gilydd. Mae dyfalbarhad yn arwain at lwyddiant. Mae lwyddiant yn arwain at foddbhad.

Rydyn ni'n gobethio y byddwch chi'n mwynhau darllen y cylchgrawn hwn gymaint ag y gwanaethom ni fwynhau ei greu.

*Y Tim*

*Cyflwyniad gan Carys Thornton*

## Cynnwys:

- ⇒ Gwaith heriol
- ⇒ Cwis Cemeg
- ⇒ Gwobr Dug Caeredin
- ⇒ Medilink
- ⇒ Daearyddiaeth
- ⇒ Atalnodi
- ⇒ Amgueddfa Black Country
- ⇒ Pêl-rwyd
- ⇒ Shakespeare's Henry V
- ⇒ Tywysogion yn y Tŵr
- ⇒ Caiacio a cherdded
- ⇒ Dyfyniadau
- ⇒ Mathemateg
- ⇒ Ymweliad Gurdwara
- ⇒ Adroddiad Ffrangeg
- ⇒ Eisteddfod
- ⇒ Pwy yw'r Arlunydd?
- ⇒ Leithoedd
- ⇒ Cwis Shakespeare
- ⇒ Cwis TG
- ⇒ Technoleg
- ⇒ Her i addasu ar draws y pynciau
- ⇒ Gwyddoniaeth
- ⇒ Cwis Hanes

# Welcome to the Ysgol David Hughes

## Challenge Magazine

Created by an enthusiastic and able group of pupils, this magazine is designed to demonstrate primarily what is a challenge in school, and how we can be challenged further within an educational environment. On an interactive basis, the magazine has been designed with the reader in mind: the creators have designed special, subject based quizzes and challenges so you too can be 'challenged'. Concerning the need for global awareness and understanding, we have included challenges that we, as mankind, have overcome successfully. On the front cover you will see pictures of various challenges through the ages. Can you guess what they are? On the back, we reveal to you the challenges we have triumphantly conquered. You will also notice the inclusion of challenges we still need to conquer, even in the twenty-first century.

But, "what is the importance of a 'challenge' or being 'challenged'?" you may ask. On a basic level, as human beings, we are evolved to be interested in tasks which stretch our intellectual and physical capabilities. This is a significant

reason as to why we, as a group of pupils, have been so enthusiastic about creating this magazine: we love being challenged. We also want to communicate our love of being challenged to you, by showing how we have challenged ourselves in and out of school, and the enormous benefit in doing so. We want to show that embracing and accepting a challenge, is a way of appreciating the right we have to education here in the West.

Facing challenges does not mean going out and running a marathon; it can mean something as small as deciding to listen to the news every morning, or deciding to hand homework in on time. However, humankind has not faltered in showing that greater challenges can also be overcome. For example, Martin Luther King fought for civil rights for black people in the 1950s and 1960s and eventually overcame the challenge of segregation. Another more recent example would be Nelson Mandela, or even Malala Yousafzai fighting for female education rights and becoming the youngest ever Nobel Peace Prize winner.

No matter how big or small the challenge may seem, we have created this magazine to show that they are all equally important. Perseverance leads to success. Success leads to satisfaction.

We hope you enjoy reading this magazine as much as we have enjoyed putting it together,

### *The Team*

*Introduction written by Carys Thornton*

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## The Work That Challenged Me

The work that challenged me the most was my maths homework. As of this year, year nine has to do GCSE work a year earlier. Therefore, when we started the work everyone found it challenging because it was beyond the work we did the year before - the GCSE work we did included indices and a little bit of algebra. A few weeks ago, our assigned

$$\begin{array}{l} (\sqrt[5]{32})^3 \\ x^5 \\ 3^{-4} = \frac{1}{3^4} \\ \sqrt[3]{27} \\ 25^{1/2} \\ y^3 \times y^6 = y^9 \end{array}$$

homework was to complete the sheet of tricky questions in our homework books, and to also do the extension work. I buzzed my way through the sheet needing only a little reminding of what to do every now again, but then I reached the extension. Even though there were only four questions to do, at the time they seemed impossible.

The first rule:  $a^n \times a^m = a^{n+m}$

The second rule:  $(a^n)^m = a^{nm}$

The third rule:  $a^n \div a^m = a^{n-m}$

The fourth rule:  $a^0 = 1$

The fifth rule:  $a^{-1} = \frac{1}{a}$      $a^{\frac{1}{m}} = \frac{1}{a^m}$

The sixth rule:  $a^{\frac{1}{2}} = \sqrt{a}$      $a^{\frac{1}{m}} = \sqrt[m]{a}$   
 $a^{\frac{n}{m}} = (a^{\frac{1}{m}})^n = (\sqrt[m]{a})^n$

The whole point of the homework 'was to challenge us'. However most of the work we did in the classroom was already challeng-

ing. These questions included rules that we did do in the classroom, but there were also rules that we hadn't done. Also, it was difficult and confusing to try and link the different parts of the question to make an answer that was not only correct, but made sense too. Frustrated and very confused, I tried to get more help by searching the internet for math or revision websites, and I tried to ask my parents, but neither my mum nor my dad understood. After trying several different solutions, I finally did the four extension questions. I realised how to do the questions, I realised that the only major thing you needed was a clear understanding of the work, and common sense. A week after handing the homework in, I got my book back and my teacher had marked it. Despite getting two of the questions wrong in the extension by doing minor mistakes, I was very proud of myself for trying, and it was something I would learn from.



Elin Roberts

# CHEMISTRY

## QUIZ

Heard any good jokes about sodium hypobromite recently?

**NaBrO.**

My friend was frozen to  $-273.15^\circ\text{C}$  yesterday.

**He's 0 K now.**

How does the mass spectrometer describe his job?

**Smashing.**

I would tell some better jokes, but all the best ones **Argon**.

This challenge refers to the classic "baking soda volcano" demonstration: Find out how well you understand its chemistry below! The questions will become harder as you go along. Good luck!

- Vinegar contains acetic acid. What is this compound's systematic (IUPAC) name?
  - Ethanoic acid
  - Phenol
  - Hydrochloric acid
  - Benzoic acid
- Approximately what pH is acetic acid, at the concentration found in vinegar?
  - 1
  - 3
  - 7
  - 14
- Which is the correct molecular formula for sodium hydrogen-carbonate (formerly known as sodium bicarbonate)?
  - $\text{Na}_2\text{HCO}_3$
  - $(\text{CH}_3\text{COO})_4\text{Sn}$
  - $\text{NaHCO}_3$
  - $\text{Na}_2\text{CO}_3$

4. Which gas is generated in the reaction between the baking soda and the acid?
- Oxygen
  - Hydrogen
  - Methane
  - Carbon dioxide
5. What are the other products of the reaction?
- Sodium metal and water
  - A salt and water
  - Ethanol (alcohol) and a salt
  - There are no other products
6. What would happen to the rate at which foam is produced, if lumps of bicarbonate of soda were used instead of powder?
- Slow down
  - Speed up
  - No change
  - No reaction would happen
7. How does the entropy of the system change as the reaction progresses?
- Decreases
  - Increases
  - Stays the same
8. As the reaction progresses, the container feels warm. What does this tell us about the enthalpy change of the process?
- Positive
  - Negative
  - Zero

Answers:  
1,A 2,B 3,C 4,D 5,B 6,A

*Joe Anderson*

## Panel Ymgynghorol Pobl Ifanc Comisiynydd Plant Cymru

Yn gynharach ym Mis Gorffennaf fe gefais alwad ffôn yn cadarnhau fy mod wedi cael fy nerbyn i fod ar Banel Ymgynghorol Pobl Ifanc newydd y Comisiynydd Plant. Roeddwn wedi gwirioni'n lân pan glywais fy mod yn mynd i gael y cyfle i weithio gyda Sally Holland, yr unigolyn sy'n gofalu am ein hawliau ni, blant Cymru. I geisio am le ar y panel, roedd gofyn i'r ymgeiswyr ysgrifennu amdanynt nhw eu hunain neu yrru fideo. Fe ddewisais i fflimio fideo ohonaf fi fy hun yn siarad am fy angerdd dros hawliau plant. Roedd dros wyth deg o geisiadau, a dewsiwyd deuddeg ohonom ni, bobl ifanc Cymru i rannu a thrafod syniadau gyda'r Comisiynydd Plant.

Swydd y Comisiynydd Plant yw cynrychioli llais plant a phobl ifanc yng Nghymru dros faterion pwysig ym mywydau ieuengtid Cymru. Mae hi hefyd yn gwrando ar lais pobl ifanc ac yn ceisio ei gorau i wneud y gwahaniaeth cywir yn ein bywydau.

Mi fyddwn ni'n mynchy tri cyfarfod y flwyddyn, ac fe fydda i'n cael bod yn rhan o'r panel hwn am ddwy flynedd. Mae Sam Dunt, hefyd o Ysgol David Hughes wedi cael ei ddewis i fod ar y panel, ac rwy'n edrych ymlaen yn fawr at gydweithio gyda fo a gweddill y panel. Hoffwn ddiolch i Ysgol David Hughes am fy ngwneud yn ymwybodol o'r cyfle yma, yn ystod y

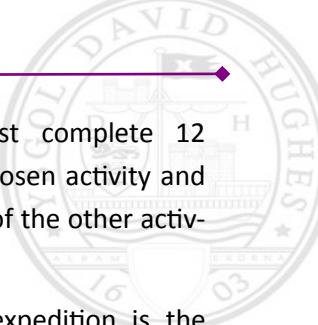
cyfnod cofrestru boreol. Rwy'n teimlo'n freintiedig iawn fy mod wedi cael y cynnig arbennig hwn ac yn edrych ymlaen at y trafod!

### Fy Mlog

Ar ddydd Mawrth, y deuddegfed o Orffennaf, fe gynhaliwyd cyfarfod cyntaf panel ymgynghorol Comisiynydd Plant Cymru. Roedd yn ddiwrnod gwych a chynhyrchiol a wnaeth ein hannog hyd yn oed yn fwy i wneud gwahaniaeth ym mywydau plant Cymru.

Mae cyfanswm o ddeunaw person ifanc ar y panel, ond mae'r cyfarfodydd ar y cyfan wedi eu trefnu i banelwyr y De a'r Gogledd oherwydd achosion teithio. Mae saith ohonom wedi ein dewis o'r Gogledd a draw yng Nghanolfan Llywodraeth Cymru, Bae Colwyn, mi wnaethom ni gyfarfod y Comisiynydd Plant, ynghyd a'i chydweithwraig, Sarah ac aelod o staff Llywodraeth Cymru, Ann. Fe gyrhaeddais yn ystod y bore, a cherdded i mewn i ystafell llawn cynheswydd a chroeso. Roedd awyrgylch hyfyd yn yr ystafell o gychwyn y diwrnod hyd nes roedd hi'n amser ffarwelio.

Y saith ohonom a ddewiswyd o'r Gogledd yw Elan, Emma, Maria, Tom, Sam, Malin a minnau. Wrth i'r cyfarfod fynd yn ei flaen fe sylwais pa mor angerddol roedd pawb yn siarad am eu barn, a'r ffaith ein bod ni'n saith yn griw brwd frydig a hwyliog.



I ddechrau'r diwrnod a cheisio dod i adnabod ein gilydd yn well, roedd yn rhaid inni gyflwyno ein hunain i weddill y grŵp a dweud rhywbeth difyr am ein henw. Fe gawsom stori ddigri gan y Comisiynydd Plant, am sut y cafodd hi ei galw'n Sally oherwydd iâr yr oedd ei thad yn berchen arni! Yna fe symudom ymlaen i wneud ychydig o waith celf. Cawsom oll hwyl garw'n dylunio a defnyddio pob mathau o ddefnyddiau gwahanol i wneud rhwy fath o gludlun (*collage*) oedd yn cynnwys amryw bethau amdanon ni ein hunain, ein hegwyddorion a pethau sy'n ein cynrychioli.

Wedi hynny, fe aethom ati i ddi-doli cardiau oedd â lluniau o wahanol bethau oedd yn berthnasol i blant arnynt i bentyrâu 'eisiau' ac 'angen'. Roedd yn ddiddorol gweld yr amrywiaeth barn o amgylch y bwrdd, ac deall fod pawb yn gweld pethau o berspectif gwahanol. Yna, buom yn trafod rhai materion yr ydym yn awyddus i roi sylw iddynt yn ystod ein hamser ar y panel, ac fe eglurodd Sally ei rôl hanfodol fel llais i blant Cymru. Hefyd, fe wnaeth hi rannu rhai o'i blaenoriaethau ar gyfer y blynnyddoedd nesaf oedd yn cynnwys creu llysgenhadon yn ysgolion uwchradd Cymru, a gweithio ar gwricwlwm newydd y mae'r Llywodraeth yn ei baratoi ar gyfer 2021. Fe fydd hi eisiau ein barn a'n sylwadau ar lawer o bethau y mae hi'n ei wneud fel Comisiynydd Plant Ieuenciad Cymru, ac wrth gwrs mae'r saith ohonom yn fwy na pharod i ddweud ein dweud a rhannu ein syniadau.

Gan fod panel ochr y De yn cyfarfod y deuddydd canlynol, fe bennderfynom baratoi cyfarchion iddyn nhw drwy ffilmio ar yr E-lech (I-pads!). Rydym ni'n gobeithio clywed ganddynt yma yn y Gogledd yn fuan! Wedi mwy o drafod a sgwrsio fe ddaeth y cyfarfod cyntaf i ben wrth i bawb ohonom sefyll mewn cylch a ffarwelio mewn ffordd unigryw a hwyliog. Roedd yn ddiwrnod llawn hwyl ac mi wnes i fwynhau'n fawr. Rwy'n edrych ymlaen yn barod ar gyfer y cyfarfod nesaf, ac mor frwdrydig ag erioed i sefyll dros hawliau plant Cymru!

*Lois Medi William*

## Bronze Duke of Edinburgh Award

The Bronze Duke of Edinburgh Award is the first of three distinctive awards to be completed. This award is very unique and is completed outside of school; our sessions take place after school for an hour. Around 20 pupils from year 10 have taken on the challenge of completing this award and are hoping to complete an expedition at the end on the course in the Summer. Although this award is mostly based on completing an expedition it also requires a lot of work before the expedition.

There are three other aspects to the award : these aspects include physical activities such as sport, volunteering, such as helping children, and skill required activities. To complete these aspects of the

award you must complete 12 hours of your chosen activity and 6 hours of both of the other activities.

As I said, the expedition is the main part of the award

It involves walking along the coastal path of Anglesey, carrying all our required equipment, sleeping a night in a tent, and also cooking food for ourselves. Although this may sound simple it will require a lot of knowledge and determination as it is a very long walk along varying terrain.

My intention is to complete the award before the Summer of 2016, but I know it will require a lot of hard work and determination. A great challenge!



In mid December, I embarked on a five day programme to determine if medicine was the right course for me, and if so, how would I succeed. The Medlink course was held in the University of Nottingham, and included extensive lectures from air ambulance services to histopathology. A point which the team stressed mostly was the need for determination and will power. In fact, we were instructed at one point to hold our stethoscopes high in the air and repeat 'I will become a doctor!'.

We were given an invaluable insight into the possible careers in medicine and escaped the generalised perception of a doctor confined to a practice or hospital unit. The pathology programme to me was the most challenging aspect of the course. We were shown graphic images of bodies, organs and injuries which, until now, I believe, we were sheltered from. However, if I do decide to become a doctor, experiencing these images would be vital for my development. As a doctor, seeing death is unavoidable, and composure and self-control are essential personal qualities.

One of my primary concerns in entering the programme was that I only knew less than half a dozen pupils, all of whom were mostly placed in separate groups. Looking back, I'm so glad this opportunity was given to me to meet new and interesting people from all over the UK. The Medlink team themselves urged us to speak to other students and tried to 'break the ice' by asking us all to turn to the right and rub the next person's back. Being able to touch other people who are strangers to us is an obvious necessity for doctors, and this was put to the test. I'm still in close contact with the friends I made on the course, and hope we'll stay in touch to work together on scientific projects in the future.

We were also given the unique opportunity to attend an exhibition given by schools of medicine

from universities across Britain. This proved to be the highlight of the programme! Not only were we given the chance to talk to lecturers and professors about the courses, but medical students gave us a glimpse of what life would be like studying medicine. Their passion for the course

*Lois Williams*

I also went on the Medlink course in December. It was five days packed with activities: from making friends from all corners of the country to listening to some of the most inspirational people I have ever met. We had lectures on all elements of medicine: General Practice, Surgery and Pathology, as well as representatives from local and international universities.

The course started with a welcome presentation, full of phrases that we will remember (especially, "Medicine is a contact sport"). This lecturer, James, reappeared many times throughout the course, and never failed to entertain us. He often came back to one point: that we are the doctors of the future and that we must consider developments that are being made in the world of healthcare.

My favourite lecture, without doubt, was from a medic that works with HEMS (Helicopter Emergency Medicine Services). It was a mix of comedy, including the lecturer's impression of an armed police officer, and a sense of reality of what Emergency

Medicine is, which, according to the lecturer, is mainly people doing silly things which lead to them getting seriously injured. The practical sessions were also memorable. These included a chance to use medical equipment, as well as a session trying to diagnose actors, pretending to be patients by asking them questions. I enjoyed the 'Casualty Alert' activity especially, by taking the role of a doctor and attempting to order the relevant tests to diagnose a patient.

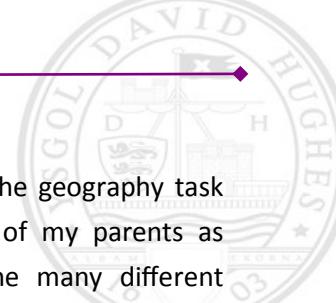
It felt much longer than 5 days, and I left the course feeling as if I'd known the friends I'd made for years.

*Shôn Alun Thomas*

## Bagloriaeth Cymru

Fel rhan o'r Her Ddinas-yddiaeth Byd-eang ar gwrs Bagloriaeth Cymru, mae'n ofynnol i ddisgyblion godi ymwybyddiaeth o unrhyw bwnc pwysig. Mae rhwydd hynt i bob disgybl i ddewis pa gyfrwng yr hoffai godi ymwybyddiaeth. Dewisais i ysgrifennu erthygl ar sefyllfa'r ffoaduriaid ac agwedd gwleidyddion Ewrop tuag at y sefyllfa. Roedd rhan o'm ymchwil yn cynnwys trefnu a chynnal cyfweliad gyda Mr. Rhun ap Iorwerth AC.

*Guto Tegid*



# Decathlon: Geography

**Which county in Wales is the most popular with tourists?**



The decathlon (writing) was set for the summer of 2015 to be completed over the summer holiday period. It was set by the Assistant Headteacher of Ysgol David Hughes, Mrs Meinir Davies, as a challenge for the whole of year 7 (now year 8).

The decathlon was a booklet full of difficult writing tasks with a different subject for each task. You had to choose 10 subjects to do, and make a table so Mrs Davies knew what day you had finished your first, second and final draft.

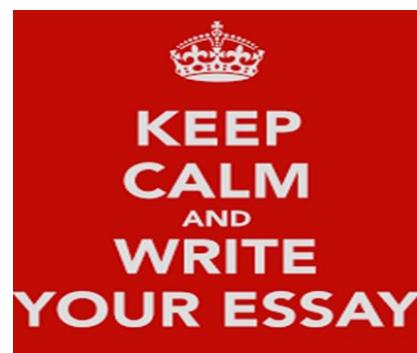
I started the decathlon at the start of the summer holidays and completed it at the end for summer because it was so difficult to complete. I thought it was a really big challenge for me, that is why I got a lot of help to complete it! The subjects that I chose were English, Welsh, Science, Design & Technology, Modern Foreign Languages, History, P.E, Art, Music and Geography.

You had to choose the geography task; it was the main task you had to do in the decathlon because it was all about Wales. It was a huge challenge to complete. I included a short introduction to Wales, a map to show the counties, research from the Internet, 25 questionnaires, a data table of the questionnaire answers and a graph. This displayed the data, and I wrote a discussion about



what the graph showed as the conclusion. This report was extremely hard to do as I was doing the other 9 tasks as well.

I got through the geography task with the help of my parents as they have done many different types of reports and essays in their lifetime. It took around two weeks to complete the geography task, but when it was finished it looked amazing and I was proud of it.



So, to conclude, when you get asked to do something difficult, such as homework, and if you are struggling, you should always ask for help from the teachers or your parents because they will be able to explain what you need to do and help you with your challenge.

*Harry Goodfellow*



# Ymweliad â San Steffan

Ar yr 19eg o Ebrill eleni, fe drefnodd ein Aelod Seneddol, Albert Owen, ddiwrnod Ynys Môn yn San Steffan. Gyda thri disgyl arall o'r ysgol, mynchais y digwyddiad a chefais y cyfle i gyfarfod rhai o enwau mwyaf y byd gwleidyddol yma yng Nghymru. Wrth gwrs, roedd Albert Owen yn bresennol, ond yn ystod y prynhawn, fe ddaeth Guto Bebb a hyd yn oed Jeremy Corbyn yno i siarad. Yn ogystal â hynny, fe ddaeth Julian Lewis Jones yno i drafod pwysig rwydd Ynys Môn i economi Cymru. Fel bachgen sydd wedi'i eni a'i fagu ar yr ynys, roedd hefyd yn gyfle iddo sôn am y newidiadau y mae wedi eu gweld ar yr Ynys dros y blynnyddoedd, megis adeiladu Wylfa ac Alwminiwm Môn.

Ar y diwrnod, roedd cwmnïau fel y rhain wedi gosod stondinâu yn yr ystafell, a chefais y cyfle i drafod â hwy yn bersonol am eu cyfraniad nhw at economi'r Ynys. Roedd cynrychiolwyr o'r mwyafri o fusnesau mawr sydd wedi'u lleoli ar Fôn yno, gan gynnwys Hitachi, sef y busnes sy'n gyfrifol am adeiladu a chynnal Wylfa B, a'r bwyty Dylans, sydd yn ddiweddar wedi agor bwyty newydd



ying Nghriceth. Fel disgyl sy'n dymuno mynd i'r maes gwleidyddol, roedd yn gyfle bythgofiadwy i mi ddysgu mwy am ein llywodraeth a safbwytiau rhai aelodau seneddol ar bynciau penodol: yn enwedig refferendwm y DU ar ein presenoldeb yn yr UE.

Cawson ein tywys o amgylch y Tŷ Cyffredin gan Albert Owen, ac fe ymwelon ni â Thŷ'r Arglwyddi. Er ei bod hi'n siwrne hir a blinedig i Lundain, roedd hi'n werth colli cwsg gan ei bod hi'n debygol na fydd cyfle o'r math hwn yn codi eto'n y dyfodol agos. Ar ben hynny, roedd yn brofiad gwych i mi gael deall yn fanylach beth yw gwaith rhai busnesau ar yr Ynys, a sut y maent o fudd i'r Ynys.

Mae'n dod yn fwyfwy pwysig fod plant a phobol ifanc y genhedaeth hon yn ymwybodol o'r ffordd y mae'u gwlaid yn cael ei reoli; sut mae'r economi lleol yn elwa o fusnesau newydd; a sut mae holl benderfyniadau gwleidyddion Llundain yn effeithio ar eu bywydau nhw.

*Guto Tegid*

## Dear John

### Punctuation Challenge

So, you don't think punctuation is important.....

Poor Harriet. She wrote the following 'love letter' to John, and, of course, never saw anything of him again!

If only she had known how to punctuate it.

Can you punctuate her letter to change it into the love letter that she had intended?

*Dear John,*

*I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit to being useless and inferior. You have ruined me. For other men, I yearn. For you, I have no feelings whatsoever. When we're apart, I can forever be happy. Will you let me be?*

*Yours,*

*Harriet*

Turn to next page for the intended 'love letter'



Dear John,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can forever be happy—will you let me be yours?

Harriet

So poor Harriet lost John just because she couldn't punctuate properly.

**Don't be a Harriet!**

# BLACK COUNTRY LIVING MUSEUM

Back in Year Five, I was lucky enough to visit the 'Black Country Museum.' The Black Country Museum is located in Birmingham, England. The museum has been open for around 34 years now and has had 700,000 visitors every year.

I personally think that this educational visit would appeal to all students at David Hughes and would inspire all those who enjoy History. I think this because it brings fun as well as learning throughout the day through different activities and demonstrations. For example: a Victorian school room had a lesson just as it would have been in the past.

An old fun fair brings some extra fun into the day, old houses to look around, and having a tour of the village in an old fashioned bus were fascinating. However my favourite part was a visit to the coal mine which allowed us to venture underground and see what the working conditions were like for the miners. It made us all realise how privileged we were. It also gave us an insight into what their hygiene was like, the food, jobs and their education!

Alexandra Williams



# Netball

There are many benefits of netball. It teaches teamwork and sharing.; it encourages fitness and participation, and encourages competition. It also teaches you how to remember rules and put them into practice. Most importantly it helps you socially and physically by making new friends and being part of a team and keeping you fit and healthy, and also of course encourages a healthy diet.

I currently play for the school, a local club and for the county. It motivates me to practise so that I



can keep up with my team to improve my performance.

Ysgol David Hughes has done very well so far this season. In our matches against Friars, Llangefni and Dyffryn Ogwen we won all three games!

*Alexandra Williams*

## A 17 year old Shakespeare fanatic visits London to watch Shakespeare's *Henry V*

17th January 2016

Understanding Shakespeare's plays is a challenge; but a challenge that is seriously worth undertaking. This was certainly a view of mine which was only strengthened when I experienced the sheer brilliance of the RSC performing *Henry V* in the Barbican theatre, London. I am proud to share this fascination with many other people my age and other generations: nobody can write Jacobean plays like Shakespeare did. But I would like to emphasise that his plays are plays for a reason: their dramatic function is to be performed. I came to the conclusion that it is not enough to simply study a play in a classroom: full immersion and appreciation of any play is only gained when you go and see it performed live.

For my A-level I am studying *Hamlet* in line-by-line, page-by-page detail which is extremely challenging. In comparison to the GCSE study of texts such as *Romeo and Juliet* in year ten and *Othello* in year eleven, *Hamlet* takes studying Shakespeare to a different level. They are all Shakespeare's tragedies, the genre of the text was relatively similar, yet the flowery language made it slightly more difficult to grasp the plot. Perhaps it's apparent here that "the course of play reading never did run smooth", but it was the lack of 'smoothness' in the studying which I enjoyed the most. Uncovering hidden meanings, and puns in Shakespeare's language, not only enhances the understanding of the plot, but of the context in

which the play was written. Even though considering the play within its historical or social context is demanding, it allows the messages and detail of the play to be read and digested in a much more organic way.

So, because I was enjoying the works of the Bard so much, I decided that more exploration could be interesting. Last year, I acted the part of Puck in a local production of *A Midsummer Night's Dream* and thoroughly enjoyed it. Therefore, having interacted with tragedy plays and a comedy, it seemed natural to explore one of Shakespeare's most famous history plays: *Henry V*. Following the celebration of the 600th anniversary of English victory at Agincourt, it seemed the natural challenge for me.

Arriving at the Barbican, the whole prospect felt even more engaging, and sitting in the auditorium, I immediately became immersed in the challenge of grasping the language as characters played live, without prior study of the play; it was certainly a challenge to follow the different characters, and their roles armed only with the fast-spoken Shakespearean lines, and a brief overview in the programme as a weapon against the unravelling story before my eyes. I was also faced with the challenge of tuning my ear to hear the comedy in some of the lines, which many members of the audience found hysterically funny. Once in tune, I not only saw the play from a different, comedic angle, but also understood the type of things a Shakespearean audience would have found funny. Certainly, the way the audience actually physically reacted with the 'wooing scene' at the end of the play made the experience much more

exciting, and brought the whole experience to a different level.

This trip was an experience which I would highly recommend to anybody. Whether a new-comer to Shakespeare's ever-growing fan club, or a dedicated Shakespeare enthusiast, I think live Shakespeare performances are essential. And, if visiting a theatre isn't possible? Get to a live streaming at a local cinema! They are equally enjoyable, and will give you a taste of a live Shakespeare theatre.

Any eager mind with the passion for Shakespeare would have been more than satisfied with the challenge and enjoyment presented by the RSC's production of *Henry V*. It demonstrated to me that diverse, challenging experiences really contribute to my continuing enthusiasm for my A-level subjects, and allows me to appreciate the syllabus from a wider perspective. It has also shown me the challenge of understanding which types of literature a person can be most enthusiastic about. English Literature students, no matter what the level of study, are given poems, novels and plays to think and write about, yet different forms of literature may appeal more than others. Don't get me wrong, I love poetry, and there's nothing like a well written novel, but the complexity and possibility of plays was conveyed to me triumphantly in the *Henry V* production; indicating that my love for the challenge that Shakespearean plays present, has to be at the top of my list. Plays are for people: they are words on a page waiting to be understood, realised and brought to life by people.

In this instance, I have to agree with Hamlet's proposal when he states, "the play's the thing, to

catch the conscience of the king", because I believe "the play's the thing, to catch the conscience of any English Literature fanatic seeking a challenge."

*Carys Hannah Thornton  
Year 13: A-level English Literature student*

## Princes in the Tower

One of the most compelling and thought-provoking challenges I have faced recently, was producing an individual investigation of the unexplained disappearance of the Princes in The Tower as part of my background preparation for my history AS course: the Tudor period. This was a unique opportunity to come to my own conclusion about one of the biggest mysteries in English history.

Approximately four hundred and thirty two years ago, the once proclaimed heirs to the Throne of England, Edward and Richard, sons of the late King Edward IV, disappeared from the public eye. The last possible sighting of them was Easter 1484, seen taking the air around the Tower walls and Green before dropping out of sight completely. Although it is assumed, and it's most likely, that they were assassinated for their threat to the throne, no real evidence has been found to confirm their deaths, and present historians are unlikely ever to find a definite answer. However, it was truly fascinating and sometimes challenging, to throw light on the subject which is surrounded in

years of mystery and intrigue, and to explore the case in more depth. Studying the case proved fascinating. The survival of the two heirs could have had a profound impact on the future of the throne, and could possibly have re-shaped the monarchy that we see today.

Starting on the investigation, and establishing the known facts was vital: such as the possible timing and political situation during the disappearance. The main suspects included Richard III who was the assumed perpetrator during the following Tudor rule and Henry Tudor (VII). Both Richard and Henry had much to gain from the death of the princes by eliminating possible rivals to the throne. Other suspects included James Tyrrel, an English Knight who, under torture and questioning, admitted to the killings of the boys under orders of Richard III. Henry Stafford, the Duke, (the boys were under his care), and Margaret Beaufort, Henry Tudor's ambitious and influential mother, were also suspects.

One of the greatest challenges in my investigation was analysing each character individually, giving conflicting angles to their motives and credibility. Often enough, the peculiar details lay in their lack of actions rather than what they actually did. For instance, when rumours of the princes' deaths began to circulate, why did Richard not show the boys in public or deny their murder? It would have been more than credible for Richard to announce the boys' deaths was due to sickness, and yet no

declaration of this sort was announced. Henry VII's lack of action was also perplexing as he strangely did not mention Richard's role in the killing of the little princes, and only announced the murder of the two boys in July 1486 nearly a year after Richard's death! Is it possible that the princes died under Henry VII care? When definite facts and motives are absent, I found that the greatest challenge was to use a great deal of imagination, connecting hidden motives and deeper reason for the killing of the two princes.

Perhaps the biggest challenge was to realise that these historical figures, who lived over four centuries ago, were still human beings and driven by the same emotions as we are. Jealousy, resentment and a feeling of mistreatment might have driven the Duke of Buckingham to kill the princes and tarnish Richard's reputation after he declined from presenting him with the title Earl of Hereford which ultimately lead to their fatal disagreement.

An open-minded approach was also somewhat of a challenge: having to overcome certain assumptions. For example, that Richard supported The Duke of Buckingham's possible assassination of the boys when in fact the Duke was also in contact with Margaret Beaufort and therefore could have acted on Henry Tudor's orders. While analysing the sources, critical thinking was vital in order to judge their reliability and usefulness to the task. Scepticism was also beneficial in eval-

uating the actions of the suspects, taking into account their circumstances at the time. James Tyrel's confession of murdering the boys is hardly reliable as he was under the influence of extreme torture, and he possibly would have admitted to anything to end the questioning, also confessing to smuggling the princes for their protection.

In addition to the obvious suspects and sources, we were given the opportunity to investigate further at the end of the task. This challenged me to carve my own way in the investigation and allowed me to consider an entirely different angle with the assistance of infinite resources available today online and in specialised history books. For the purpose of the investigation, I considered the possibility that the princes had not been murdered, and re-analysed the opinion of doctors and archaeologists who were granted access to two skeletons found buried beneath the Tower Of London's stairs. I also considered the peculiar nature of Elisabeth Woodville, the mother of the princes, who did not once accuse Richard III of murder, and believed by some historians to have smuggled at least one of her boys to safety.

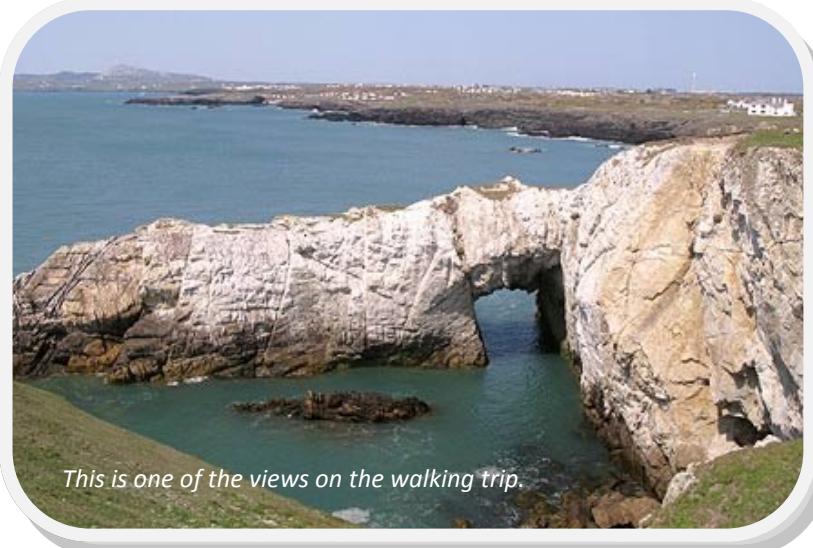
The conclusion was one of the most crucial part of the investigation; summarising the evidence from the sources, and the suspects' motive and opportunity. The challenging aspect of this section of the task was to come to my own opinion about one of the

most puzzling mysteries in English history and accepting the fact that there *is* no definite right and wrong answer. As long as my conclusion was evidence-based, the possibilities can be very broad.

I truly believe this particular task challenged my abilities to the extent of greatly improving my knowledge and understanding of the subject. Similar investigations have also taken place in my early school years in the history department and in other subjects such as chemistry: investigating the reasons of the chemical change of water turning into the state of ice. All of these activities were extremely beneficial to my learning, and challenged me greatly, improving my understanding of the subjects.

*Lois Williams*

# Kayaking and Walking Trip



For the walking trip we went to Rhoscolyn which is in the North-West of the island. We then walked from the rocky beach to some of the coastline edges where we were taught about how the rocks we're formed millions of years ago and other interesting things about the geology in the area. We were questioned and challenged, but we learned a great deal about how the area was formed and why the area is a famous geological location.

For the kayaking, we had a brief lesson on how to use the paddle, and almost straight away we were all in the water like pros.

The instructor took us to many places inside the half circle, and questioned us again on the geology. We kayaked in the sea for about an hour and a half, and by the end a lot of us we're struggling because we had no energy left and our arms were hurting. Although I had bruises on my elbows after kayaking, I enjoyed it, I certainly felt challenged, and I learned a lot learned a lot.

*Elin Roberts*

## Quotations

*'There is no education like adversity.'* – Benjamin Disraeli

*'Adversity has the effect of eliciting talents which, in prosperous circumstances, would have lain dormant.'* – Horace

*'Success is the ability to go from one failure to another without the loss of enthusiasm.'* - Winston Churchill

*'Failures are finger posts on the road to achievement.'* – C.S. Lewis

*'The greatest mistake a man can ever make is to be afraid of making one.'* – Elbert Hubbard

*'The more you know about the past, the more prepared you are for the future.'* – Theodore Roosevelt

*'Those who don't know history are destined to repeat it.'* – Edmund Burke

*'When written in Chinese the word crises' is composed of two characters- one represents danger and the other opportunity.'* – John F. Kennedy

*'Strength does not come from physical capacity. It comes from an indomitable will.'* – Mahatma Gandhi

*'Intelligence is the ability to adapt to change.'* - Stephen Hawking

# Fermat's Last Theorem

$$a^n + b^n \neq c^n$$

for  $n > 2$

Pierre de Fermat proposed in 1637 that there are no integer (whole number) values of  $a$ ,  $b$  and  $c$  such that the above equation holds for exponents  $n$  exceeding 2. When  $n=1$ , we have a simple linear equation which can be solved by children. When  $n=2$ , the equation becomes Pythagoras' theorem of right-angled triangles, a fundamental concept in trigonometry taught to pupils aged 14. There is an infinite number of solutions to these equations.

However, for exponents greater than this, the equation does not hold: it took mathematicians 358 years to prove this, eventually achieved by British academic Andrew Wiles in 1995. This is accounted for by the seemingly-infinite large number of unsuccessful proofs of this problem; a mathematical needle in a haystack.

## A-Level Further Mathematics

“

I am currently a year 13 student studying for my A-levels in chemistry, physics, biology, maths and further maths. The latter is my most challenging subject since it is the only A level which builds upon and serves to advance another A level. It introduces powerful mathematical techniques in a variety of disciplines, including calculus, geometry, fundamental algebra and functions, complex numbers and mathematical proof to name but a few. It is primarily designed for students who seek to enter a mathematical, scientific or engineering-based profession or higher education course, but can be very rewarding and worthwhile to anyone with a good interest in the subject.

Aside from the obvious new mathematical capabilities the subject offers, the skills developed implicitly during its study are highly useful and transferable; firstly, I have found it to instil determination within me to overcome challenging academic problems. The topics studied are purposely complex and hence an ability to master questions based on them is very satisfying. This leads to the same desire to excel in other subjects. Each topic we cover is interesting in its own way, which makes the efforts put into the subject enjoyable.

Secondly, and perhaps more holistically important than the specific problems mentioned above, is that studying further maths has undoubtedly increased my confidence when approaching questions which initially appear overwhelming in all my subjects. By rigorising your thinking and analytical qualities, it allows you to approach these questions logically and calmly to arrive at the correct answer. Many of my peers also studying further maths but alongside arts subjects have told me that this applies equally to history, English, RE, geography and more— although single correct answers may not always be available in many of these fields, further maths has enhanced the breadth and depth at which they can analyse arguments and viewpoints with structured order and confidence in their work.

Joe Anderson



”

## Religious Education

### Visit to the Gurdwara in Manchester

Too often, in my opinion, we hear of places in lessons, or see pictures of places that we are studying but never visit them. However, Mrs Meinir Davies shared the same opinion as me and took our class to Manchester. In Manchester we visited a beautiful Gurdwara. A Gurdwara is a place where Sikhs come to worship. It was a privilege to have the chance to visit the Gurdwara and most probably a once in a lifetime opportunity.

When we arrived we had to put our hats on and remove our shoes. There were hundreds of pairs of shoes in the room where we put our shoes and this truly emphasised the number of Sikhs that visited this Gurdwara. We later went inside the Gurdwara where all Sikhs come to worship. Here we learnt how to place a turban on our head and learnt about a few Sikh traditions and we also listened to a short passage from the Guru Granth Sahib.

The Guru Granth Sahib is the Sikhs' holy book and it's kept in a very unusual place: in a bed! Luckily we were allowed to visit the bedroom. The reason for this was that the books also have time to rest just like us humans do. The main thing that struck me about the Gurdwara was that it was also a place for homeless

people, not only Sikhs, to come. That explained why there were so many shoes in the entrance , and when we went through to the kitchen area we realised that this Gurdwara also fed hundreds of homeless people. This truly emphasised the importance of the Gurdwara to the local community and also illustrated that the Sikhs do care about their community and like to support the less fortunate. In the dining area we enjoyed a fantastic meal cooked by Sikh chefs and tasted some of their traditional Indian food. This taught us how the Sikhs would eat their food with the chappatis. This was a challenge in itself! It was also a wonderful experience which gave us a clear understanding of how Sikhs live.

This memorable visit to the Gurdwara gave me a clearer image of how people from other religions and traditions live and how it compares to other religions: both similarities and differences. Similarities being that they care about their local community, and differences being that they worship in different ways . For example. this visit inspired me to consider taking RE as a GCSE subject as I'd love to learn more about different religions and would love to visit other places as I see it as an interesting and different way to learn.

*Harri Jones*

## Sam's French Report

*Ar ddechrau'r blwyddyn, cafodd blwyddyn 8 a 9 gyfle i wyllo sioe mewn Ffrangeg. Roedd y sioe yn dangos merch yn edrych ar ôl babi tra roedd rhieni y babi mewn parti. Yn ystod y sioe daeth cariad y merch draw ond nid oedd y ferch yn hapus am fod ei chariad wedi bod yn mynd gyda merch arall ac nid oedd hi eisiau iddynt gael eu ddal gan rieni y babi.*

*Er mwyn ceisio deallt stori y sioe roedd yn rhaid i mi ddefnyddio sgiliau gwrando a chyfeithu . Fedrith y sgiliau yma gael ei ddefnyddio mewn unrhyw bwnc er enghraift os ydych eisiau newid rhywbeth o Gymraeg i Saesneg neu o Gymraeg i Ffrangeg.*



At the beginning of the school year, years 8 and 9 were given the opportunity to watch a show in the hall in the French language. The story was about a young woman who was babysitting whilst the parents had gone out to a party, and a series of events happened throughout the show.

The young woman's boyfriend turned up, but she was not pleased for he had been talking to, and seeing, another woman and she was worried that he would be caught when the parents returned home.

In order to understand the plot, listening and translating skills were required, so we were required to translate the French to English or Welsh. What a challenge!!

These higher translation skills could be used in any lesson where it is required to translate to another language. For example translating from Welsh to English or translating from Welsh to French in a French lesson.

## Eisteddfod Band

We had been practising for the school eisteddfod for long time, so we were ready to do it; the eisteddfod was tomorrow!

Today was the school eisteddfod, and I was a bit nervous but also excited as well. My friend Stephen and I had entered for the pop group and solo part to play our song on my drums and Stephen's guitar.

The song that we chose to do was Bass Jumper. Why had we chosen this song? Because Stephen had been doing the song in his Grade 4 music book and knew it very well.

As we had also been helping with the lights for the school eisteddfod as well, we went on last. It was really good to be able to close the Eisteddfod.

We were up, the nerves started to kick in, but when I sat down on the drum stool, and everyone was cheering my name, the nerves stopped and it was brilliant ..... but I accidentally forgot the ending of the song - oops. So we came last, but still had fun and we loved doing the lights.

*Harry Goodfellow*



Save the best  
for last.

# Pwy yw'r Arlunydd?

## Guess the Artist

Pwy paentiodd y rhain? Who painted these famous artworks?

1)



2)



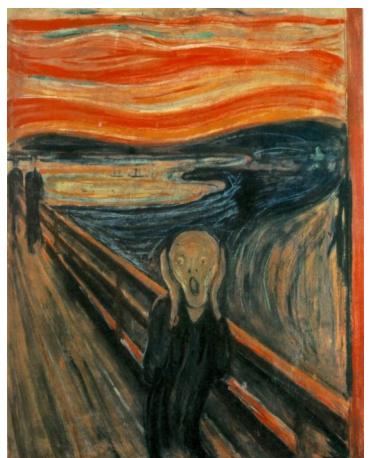
3)



4)



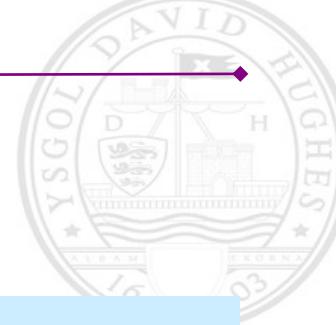
5)



6)



1. Pablo Picasso    2. Leonardo Da Vinci    3. Andy Warhol  
4. Vincent Van Gogh    5. Edvard Munch    6. Johannes Vermeer



# Languages

Привет!

Я хожу в школа на Англсе и я в десатам годам. В этом гот уменя специални уроки катори я выбирла и ани назаваеца ЖСИЭСИ.

What language is it? Can you guess?

*It is the Russian language! Here is an interview with **Sasha Cowley***



Hello Sasha, is it true that you can speak Russian?

Er, yes, how did you know?

Umm, well, never mind

Someone told me you did a Russian GCSE, how did you find that?

Well most people would assume it is really hard but I actually didn't find it that difficult

So what did you have to do in it?

Well, there was speaking, listening and writing, writing, and what was it? Oh yeah, reading.

And which was the hardest?

The speaking, definitely because I got a bit nervous before doing it and kept hesitating while I was doing it, which is what made the speaking have the lowest grade in it

What was that grade? Was there a grade for each section or one overall?

Both, there is a grade in each section and overall

But what was the grade? I'm sure it was good?

Oh! Well it was good, an A overall and in the sections on their own B, A\*, A\* and A.

I told you it was good! The B was in the speaking?

Yes, a shame! If I hadn't hesitated I might have gotten an A and then overall A\*!!



I forgot to ask! How do you even know how to speak Russian??

Well my mum was born in Russia, Moscow.

Can you teach me to speak Russian? Please?

Sigh. Russian is a very hard language to learn and remember that the alphabet is different to our own, actually that was why the GCSE was so easy. GCSE's with a language with a different alphabet are a lot easier!

Okay, okay then! I'll teach to say what your name is in Russian!

All you say is **мне зовут**, that's said as "mnie zafwt" by Welsh spelling, and then your name. "Mnie zafwt" actually means "they call me" as you can't actually say in Russian "my name is"

Mnye zavoot-

No! Not like that! You say **zavoot** like boot, but you're *meant* to say **zavoodh**, just soften the 'd' at the end.

Truthfully? No. Through my eyes, I see a challenge as something hard, well, obviously!! But the challenge in my mind is always 'can you climb to the top of that big rock?' or 'can you finish before they can?'.

Interesting! Anyway, Sasha, thank you for answering questions!

That's ok. Bye!

**Russian Quiz!**

**1. How many time zones are there in Russia?**

a) 11

b) 12

c) 13

**2. How do you say 'yes' in Russian?**

a) Ia

b) Tak

c) Da

d) Aha

**3. Which of these is the Russian flag? (from top downwards)**

- a) Blue, red, white
- b) White, blue, red
- c) Red, blue, white
- d) White, red, blue

**4. What was the capital of Russia in 1917?**

- a) Kiev
- b) St Petersburg
- c) Moscow
- d) Vladivostok

**5. Which of these foods is not Russian?**

- a) Borsht
- b) Tsatsiki
- c) Blini
- d) Ravioli

**6. What is the most famous Russian toy?**

- a) Matryoshka
- b) Nachoska
- c) Tin soldier
- d) Nutcracker

**7. How many languages are spoke in Russia?**

a) 1

b) 7

c) 19

d) 100+

**8. Who is the Russian Prime Minister?**

a) V. Putin

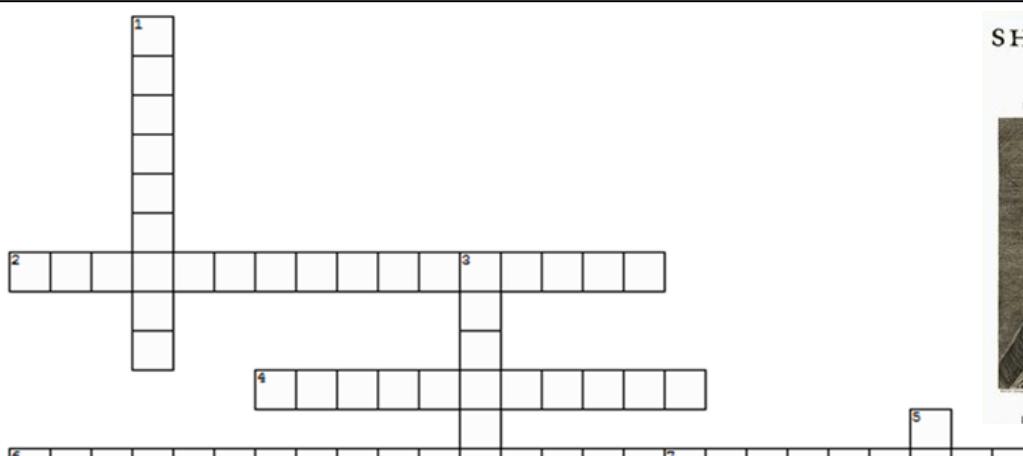
b) D. Medvedev

c) J. Stalin

e) R. Romanov

**SHAKESPEARE QUOTATION CROSSWORD**

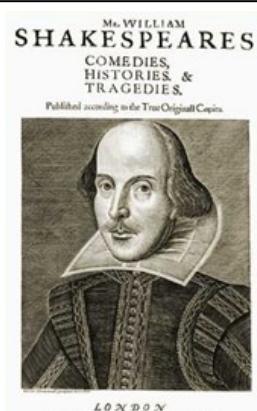
Use each quotation to work out the 10 different names of some of Shakespeare's most famous works

**Across**

2. 'There is something in the wind'
4. 'He that dies pays all debts'
6. 'The course of true love never did run smooth'
9. 'Beware of jealousy; it is the green-ey'd monster'
10. 'Out, damned spot! out I say!'

**Down**

1. 'I am a man more sinned against than sinning'
3. 'Never was a story of more woe, than that of...'
5. 'We few, we happy, we band of brothers'
7. 'If music be the food of love, play on'
8. 'To be, or not to be'



L O N D O N

Printed by Isaac Iaggard and Ed. Blount. 1623.

## Gwobr Dug Caeredin

Mae gwobr Dug Caeredin yn cynnwys 4 rhan: Gwirfoddoli, Sgil, Corfforol ac Alldaith (gyda rhan Preswyl yn ychwanegol ar gyfer y wobr aur). Rydw i ar hyn o bryd yn cwblhau'r wobr aur, heb fod wedi cwblhau'r lefelau efydd arian, felly mae'n rhaid i mi wneud yr hyn sydd yn gyfwerth â 36 mis rhwng y rhannau Gwirfoddoli, Sgil a Chorfforol.

Ar gyfer y rhan gwirfoddoli, rydw i'n gwirfoddoli yng nghlwb ieuengtwyd Llanfairpwll pob nos lau. Mae hyn yn cynnwys cynnal sesiynau, delio gydag arian a llenwi ffurflenni yn ogystal ag unrhyw beth sy'n codi yn ystod y noson.

Fel sgil, mae grŵp ohonom yn rhedeg clwb gwyddoniaeth ar gyfer blwyddyn 7 ble rydym yn gwneud arbrawf pob wythnos er mwyn profi ein sgliliau ymarferol mewn gwyddoniaeth tra fod y disgylion yn ein gofal ar yr un pryd.

Mi wnes i gwblhau'r rhan preswyl o'r wobr gyda'r Urdd yn ystod y gwyliau haf. Mi wnes i swogio ar ddau daith o Ynys Môn i wersyll-oedd Glan Llyn a Llangrannog. Yma, mi wnes i gwblhau cymwysterau mewn cymorth cyntaf a cyfranogi yn y gymuned yn ogystal â chymryd rhan mewn cwrs ymwybyddiaeth gofal plant.

Yn fuan, bydd y grŵp sy'n cwblhau'r wobr aur yn dechrau cynllunio ar gyfer yr alldaith. Bydd hyn yn cynnwys sesiynau hyfforddi fydd yn dilyn at alldaith ymarferol cyn y brif alldaith ym mis

Awst, 2017.

*Shon Alun Thomas*



## Quick quiz on IT

1) What is the name of the network of interconnected computer networks used by billions of people worldwide?

2) What does iOS stand for?

- a) Apple Optically Systemised
- b) Apple Operating System
- c) Apple Operating Software



3) What was the first search engine on the internet?

- a) Google
- b) Archie
- c) Altavista
- d) Linux

4) What programming language is used to create applications like applets?

- a) SQL
- b) Binary
- c) Java
- d) C Language

# Technology

In this fast changing and developing world, people are always looking for ways to improve an icon. There are so many things technology-wise that certain people would now find hard to live without. e.g. electricity, TV, Wi-Fi, mobiles and tablets, cookers etc.

People who take the special engineering courses in various colleges and universities, are given a 95% chance that they will find a job, paying an average of £30,000 a year, in 6 months. I would like to study a course at Cambridge University called *Environment, Sustainability and Energy engineering*. The A level grades needed are pretty high (obviously!!), so this is going to be my big challenge for the next two years! If there is anyone reading this who is slightly unsure about their future career, well, why not do

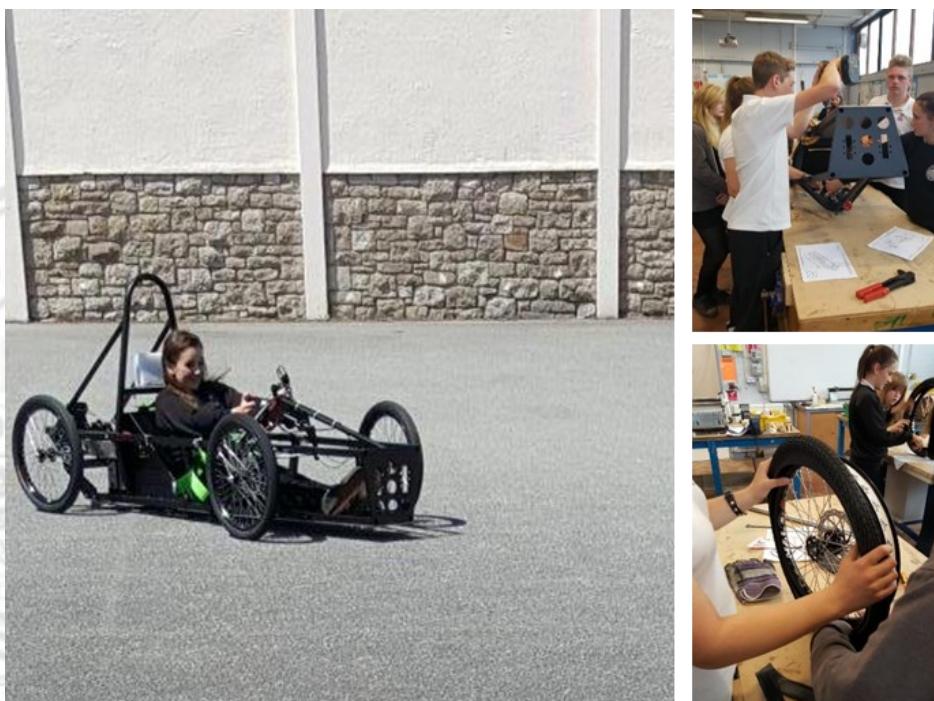
some research about engineering? It could be life changing!

So engineers are the future people for our world of tech. However, there is a big problem: 1 in 7 engineers are currently female and companies who are on the lookout for female engineers want them because they will look at products in a different way, and therefore increase the range of customers.

## Go Kart

A year 10 technology class were given the chance to make their very own electrical-powered go kart! Being supplied by the company GreenPower, it is a totally sustainable little vehicle! As shown above, the year 10 class even got to try it out and I managed to go fast enough to break the bike-like-chain. Hopefully soon we'll be taking out the go kart to race against other schools!

*Sasha Cowley*



## Gwaith Cymuned gyda disgyblion

### Blwyddyn 7 ac 8

Fel rhan o Her y Gymuned ar gyfer Bagloriaeth Cymru mi ddaru grwpiau o flywyddyn 12 weithio gyda grwpiau o flynyddoedd 7 ac 8 am dri diwrnod. Er bod gen i dipyn o brofiad o weithio gyda phlant mewn Clwb Gwyddoniaeth ac mewn ysgol gynradd, roedd bod yn gyfrifol am grŵp am amser mor hir yn brofiad newydd iawn i mi. Roedd yn rhaid sicrhau bod yr amgylchedd yn ddiogel ac yn lle hapus i bob disgybl er mwyn iddynt gael y gorau allan o bob sesiwn.

Yr hen fwyaf yn ystod yr wythnos oedd gorfod newid ein cynlluniau ac addasu wrth i'n trefniadau newid. Rhaid yn rhaid ymdopi hefo symud ystafelloedd a gorfod gweithio gyda'r gofod oedd gennym ni. Roedd y broblem o redeg allan o weithgareddau yn rhy fuan hefyd yn amlwg ar y dechrau, felly roedd yn rhaid i ni fod ar flaenau'n traed a meddwl yn gyflym er mwyn sicrhau bod y disgyblion yn cael profiad gwerthfawr. Roedd yn rhaid i mi ddefnyddio sgiliau datrys problemau rhag bod anawsterau'n amharu ar sesiynau'r disgyblion iau.

Fe wnes i fwynhau trefnu'r sesiynau hunan-amddiffyn a gynhaliwyd ar ôl ysgol ar nos iau yn fawr iawn ac roedd hi'n braf gweld y disgyblion yn magu hyder yn yr ymarferion. Roedd y defnydd o sgiliau cyfathrebu'n hanfodol tra'n rhedeg y gweithgareddau a hynny rhwng aelodau o'r tîm, gyda aelodau o staff a gyda'r plant eu hunain. Roedd rheoli amser a threfnu ar gyfer y gweithgareddau hefyd yn bwysig, gan fod rhaid cadw at yr amserlen a hefyd sicrhau bod pob gwrs yn cynnwys sesiynau difyr, defnyddiol i'r disgyblion.

Dwi'n teimlo mod i wedi cael fy herio wrth gynnal y math yma o weithgaredd ac, yn sicr, fe fydd hyn yn fy helpu i pan fyddaf, gobeithio, yn dechrau ar fy nghyrfa fel meddyg.

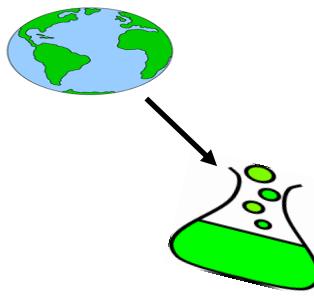
*Shôn Alun Thomas*

# **Her yw addasu ar draws pynciau**

Y pwnc mwyaf heriol i mi yn ystod TGAU oedd Saesneg. Doedd gen i ddim problem â'r iaith, dim ond y ffordd o feddwl. Roedd nifer o'r cwestiynau yn gofyn i mi edrych ar beth roedd geiriau yn meddwl, a oedd yn anodd. Fy nghyngor i unrhyw un sy'n teimlo yr un fath am unrhyw bwnc yw i roi mwy o sylw i bynciau rydych yn wan ynddynt, hyd yn oed os ydych chi'n eu gweld yn llai diddorol: bydd yn dangos ei werth ar ddiwrnod canlyniadau.

Nawr fy mod i yn y chweched, y llwyth gwaith yw'r her fwyaf. Yn ogystal â'r gwaith mewn gwersi, mae angen bod yn adolygu yn gyson a gwneud ymchwil ychwanegol er mwyn llwyddo. Gan fy mod i eisiau astudio meddygaeth yn y dyfodol, mae disgwyl i mi fod yn cymryd rhan mewn gweithgareddau a gwirfoddoli ar ben fy ngwaith Lefel A. I unrhyw un arall sydd eisiau bod yn feddyg, fy nghyngor fyddai i ddechrau edrych i mewn i beth sydd ei angen mor fuan â sy'n bosib, er mwyn ennill gymaint o brofiadau â phosib cyn dechrau gwaith Lefel A.

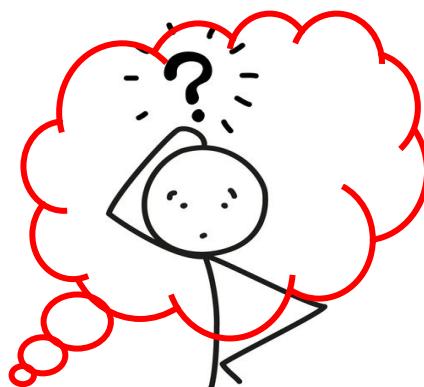
*Shôn Alun Thomas*



# **Science**

Triple science is for those wanting an extended education into the science field. It is intended to be more difficult than its counterpart, core science.

I chose triple science because of my interest in such things as rocket fuel, explosives and all the other dangerous, idiotic aspects of a wonderful subject. I wanted to see how far I could go before being completely stumped. I wanted to see how hard science really was.



But Chemistry has given me an idea of what challenging work should be. Because of my 'tame interests' I have an understanding of chemistry, and I enjoyed it when we were given a group task that was indeed very challenging. We were challenged. Here's

how the lesson became the most challenging we as a class were ever given, as even the most intelligent were stumped at times.

Our class of twelve pupils, eleven of whom had normal teenage interests, was split into three groups of four and then placed across the classroom at strategic locations. These locations were where the teacher had stuck up large A3 posters plastered with information for us to decipher. This information was knowledge we had to learn, and to do this we had to do extensive reading and fit the pieces of the puzzle ourselves. There was no help from the teacher, and it was all under the watchful eye of the deputy head. Now that was nerve racking.

With this information we were asked to answer questions that required the hidden and more obscure clues inside the posters, and this, for once, truly did prove a challenge.

So for all you teachers out there, for a challenging lesson in class you need something that truly catches your class' attention and appeals to all. The less directions given by the teacher, the more the class must think of what to do, and this is what's truly challenging for the pupils.

*Griff Williams*

## Yn 2016 enillais Dlws y Llenor dan 25 oed yn Eisteddfod Môn.

Dyma ran o'm gwaith:

### Cenedl heb iaith, cenedl heb galon?

3.1 miliwn o bobl, 22 sir, ond dim ond un iaith.

Un iaith sydd yn brwydro i oroesi ar hyd y canrifoedd, ac un iaith sy'n ein gosod ni ar wahân fel cenedl. Y Gymraeg.

Yn ddyddiol bron mae arolygon lun yn y wasg yn tystio bod iaith ein cyndeidaiau'n dirywio, a hynny'n gyflym. Ond, credaf ei bod hi'n amlwg bellach ei bod yn well gennym ni fel Cymry anwybyddu'r rhybuddion hyn a pharhau gyda'n bywyd 'neis neis' fel petai.

Tybiaf mai'r broblem fwyaf yw'r canran o siaradwyr Cymraeg sydd gennym yng Nghymru ar y funud. Coeliwch neu beidio, dim ond 13% o boblogaeth Cymru sydd yn siarad yr iaith. Does bosib fod modd cyflawnhau'r ffaith mai dim ond 353,000 o bobl y wlad sydd yn medru'r iaith? Nid oes rhaid i unrhyw un lafurio yn y llyfrgell i ddod o hyd i synnwyr cyffredin, ond mae'n rhaid i ni sicrhau fel cenedl ac fel Cymry gwladgarol fod yr iaith Gymraeg - ein heniaith ni, ein dyfodol ni yn parhau am ganrifoedd i ddod.



Yn wir, mae iaith y nefoedd yn mynd drwy uffern ar y funud. Mae llai o bobl yn ei siarad, a hyder wrth wneud hynny yn broblem fawr. Yn fy marn i, mae yna broblem fawr ynghylch polisi addysg Cymru heddiw. Yr eironi ydy, er bod oddeutu 47% o rieni di-Gymraeg bellach yn anfon eu plant i ysgolion Cymraeg, mae nifer o bobl - pobl ifanc yn benodol ofn cynnal sgwrs yn y Gymraeg. Y cwestiwn rwyf yn ei ofyn ydi - beth sydd yn digwydd y tu draw i furiau'r ysgol am hanner awr wedi tri bob dydd? Pa iaith sy'n cael ei chlywed yn y parciau, ar y stryd oedd ac yn y siopau? Yn sym, y Saesneg. Mae hyn yn profi bod yr iaith Gymraeg yn cael ei hystyried fel iaith pwnc yn hytrach nag iaith gymdeithasol. Rydym yn bodloni ar wyliau'r Gymraeg yn boddi mewn baddon o Seisnigrwydd.

Pe byddwn i'n cael fy ffordd, bu-aswn yn sicrhau ei bod yn orfodol i bob plentyn yn y wlad ddysgu'r Gymraeg, a'i siarad hefyd! Mae'n hi'n ddigon rhwydd i rywun ddysgu iaith newydd, ond mae'n rhaid defnyddio'r iaith honno yn

feunyddiol wedyn er mwyn magu hyder.

Trist iawn hefyd ydi gweld cadarnleoedd yr iaith megis Ceredigion, Gwynedd ac Ynys Môn yn dirywio o ran canran y siaradwyr Cymraeg yno. Mae ffeithiau lu yn dangos mai dim ond y Gymraeg mae rhai pobl yn ei siarad yn y llefydd gwledig yma. Ond wrth i'r henoed farw, a llai o bobl ifanc yn medru fforddio prynu tai yn yr ardaloedd hyn, mae'r iaith mewn peryg o ddiflannu'n gyfan gwbl oddi yno.

Pa ddyfodol sydd i'r Gymraeg os na allwn ni ei gwarchod yn yr ardaloedd yma? Yn barod caiff ei gweld fel iaith leiafrifol mewn ardaloedd dinesig, ond teimlaf ein bod ni'n dawnsio ar y dibyn go iawn bellach yn y cadarnleoedd.

Meddyliwch am Saunders Lewis ac Emrys Llywelyn er enghraiftt. Arwyr gwladgarol a fu'n brwydro'n ddiflino ar hyd y blynnyddoedd i sicrhau bod gan y genhedlaeth nesaf - sef ni, gyfle i ddysgu a

bwrydro dros ein iaith. Ond, rydym ni yn ddigon haerllug i droi cefn ar y Gymraeg a wynebu dyfodol sydd yn llawn ansicrwydd. Fe ddylem ni drysori'r ffaith ein bod ni'n Gymry, ac ymafalchö ac ymhyfrydu fod gennym ni iaith mor unigryw. Fodd bynnag, y farn gyffredin yw bod mwy a mwy o bobl yn teimlo embaras mawr pan yn ei siarad, a does dim dwywaith amdani bod hyn yn codi fyngwrychyn.

Yn ôl un arbenigwr sef Daniel Clare - mae 'rhan fwyaf o broblemau economaidd a chymdeithasol Cymru yn deillio o'r iaith'. Dywedodd hefyd y dylid newid enw Bwrdd Iechyd Betsi Cadwaladr i un sydd yn fwy dealladwy i feddygol rhwngwladol. Mae'n credud bod mwy a mwy o bobl yn gwrthod dod i weithio yng Nghymru gan nad ydynt yn deall yr iaith. Mae'r iaith Gymraeg yn rhan annatod o'n hunaniaeth unigryw ni, felly credaf yn gryf yn dylem ni anwybyddu'r fath ffolindeb. Yn syml, dim iaith - dim hunaniaeth.

Mater arall sydd hefyd yn creu pryder mawr i mi ydi fod hyd yn oed busnesau byd-eang yn fodlon anwybyddu'r iaith, oherwydd daeth honiadau i'r wyneb bod rhai cwmniau yn gwrthod caniatáu i'w gweithwyr siarad unrhyw iaith heblaw'r Saesneg gyda'u cwsmeriaid.

Yn yr oes sydd ohoni mae technoleg yn allweddol. Ond trist yw gweld mai dim ond 12% o siar-

adwyr Cymraeg sydd yn anfon negeseuon testun yn yr iaith, 9% yn defnyddio Gwelyfr a hyd yn oed llai ar Trydar. Yn ogystal, teimlaf ein bod hi'n dorcalonnus gweld llythyr di-enw yn y 'Gem' yn dystio bod y Bontfaen yn falch o fod yn ddi-Gymraeg. Mae'n rhaid i ni sicrhau ein bod fel cenedl yn anrhydeddu'r iaith ym mhob cwr o'r wlad - o Borth Dafarch i'r Bontfaen! Er bod gennym ni gomisiynydd iaith ein hunain, credaf y dylai Cymry benbaladr fod yn gomisiynwyr, a bod yn falch o'u hunaniaeth unigryw.

Y galon ydy'r peiriant sy'n curo'n ddi-stop bob eiliad o bob awr o bob dydd. Yr un ydy'r modd, yr iaith Gymraeg sy'n ein gyrru ni fel Cymry. Hebdi, ni fyddem yn genedl. Ar ddiwedd y dydd, darn o dir ydi Cymru a 'damwain a hap yw fy mod yn ei libart yn byw.' Mae rhai'n dadlau mai Prydeinwyr ydym ni gan mai nid ni sy'n rheoli'r 'darn o dir a elwir yn Gymru', braint y Saeson ydi hynny ac felly y Gymraeg ydi'r unig beth sy'n ein gosod ni ar wahân. Mae'r Alban wedi colli ei hiaith gynhenid a tybiaf eu bod wedi colli eu hunaniaeth o'r herwydd. Felly, heb os nac oni bai, byddai Cymru heb iaith yn Gymru heb galon.

*Elin Lloyd Griffiths*

## History Quiz Tudor Dynasty

- Where was Henry VII born?
- What was the name of Henry VII's mother?
- What was the name of the battle between Richard III and Henry VII?
- Who did Henry VII marry in 1486?
- Which one of Henry's children was Mary Queen of Scots' grandmother?
- Henry VIII wasn't Henry Tudor's first son and heir. What was the name of Henry VIII older brother? What happened to him?
- Which family did Henry Tudor belong to: Lancaster or York?
- The name War of the Roses was given years after the civil war. During the time, what was the war called and why was it called this?
- A relation of Henry VII was born on Anglesey. Who was he, and what was he to Henry VII?

*Lois Williams*

- 1 Pembroke Castle
- 2 Margaret Beaufort
- 3 Battle of Bosworth
- 4 Elizabeth of York
- 5 Margaret
- 6 Arthur, died of tuberculosis
- 7 Lancastere
- 8 The Cousins' War
- 9 Owen Tudor, Henry's grandfather

Answers

## 37 ger Lesbos, 49 ger Farmakonisi a 35 ger Kalolimnos

Faint mwy fydd angen marw nes i rywun sylweddoli fod rhaid gwneud rhywbeth NAWR?

François Hollande, Michael Gove, Jean-Claude Juncker: digon ydi digon. 'Maen nhw'n cipio ein swyddi ni.' 'Maen nhw'n hawlio ein budd-daliadau ni.' 'Maen nhw'n gwastraffu arian ein Gwasanaeth lechyd.' Dyma rai o syniadau mwyaf poblogaidd dinasyddion y Deyrnas Unedig am ffoaduriaid Syria: **sef y bobl ddiniwed sydd wedi cael eu dal yng nghanol rhyfel rhwng gwallgofiaid hurt yn eu gwlaid eu hunain.** Er hynny, mae ystadegau dibynadwy'n dangos yn glir fod dros 35% o Brydeiniwr, yn ogystal â Ffrancwyr, yn erbyn caniatâu mwy o ffoaduriaid Syria i ymgartrefu'n eu gwledydd. Wrth feddwl fod Ewrop wedi bod yn dyst i'r math yma o argyfwng yn barod yn ystod yr Ail Ryfel Byd, mae'n rhyfeddod ein bod ni wedi mabwysiadu agwedd esgeulus a thrahaus tuag at bobl Syria.



Mae'r UE wedi cyfarfod nifer o weithiau ers ddechrau'r argyfwng ffoaduriaid, ond er hynny, nid oes syniadau pendant a chlir ar gyfer y dyfodol wedi cael eu cyhoeddi

Ar ben hynny, ydych chi'n credu mai cerdded i ffwrdd o'r Undeb Ewropeaidd oedd yr opsiwn gorau i helpu'r cannoedd o filoedd o

ffoaduriaid sy'n ceisio dianc o'u gwlaid? I fod yn weddol swrth â chwi, **mae'n reit gywilyddus fod cyn gymaint o bobl o'r farn bo'r Syriaid i gyd yn elynion i Brydain**, ac eu bod nhw yma i andwyo ein ffordd ni o fyw. Mae angen stop i'r nonsens yma nawr - cyn iddi fod yn rhy hwyr.

Yn amlwg, y rhyfel ei hun sydd wedi arwain at yr argyfwng ffoaduriaid sydd wedi datblygu hyd at heddiw, ac mae'r gwrthdaro'n y wlad wedi bod yn mynnu ein penawdau ers i lywodraeth Syria, wedi'i reoli gan yr Arlywydd Basheer al-Assad, garcharu a phoenyddio 15 o blant ifanc am ysgrifennu graffiti yn erbyn rheol. 'Dros 35% o Brydeiniwr yn erbyn croesawu mwy o ffoaduriaid.'

aeth Syria ym Mis Mawrth, 2011. Ers hynny, mae bron i 300,000 o bobl wedi colli eu bywydau, a bron i 10 miliwn wedi gorfod ffoi o'u cartrefi a dianc i wledydd eraill oddi wrth yr ymladd. Ond **pam fod 15 plentyn yn cael eu harestio wedi arwain i un o'r argyfingau ffoaduriaid gwaethaf mewn côf?**

Yn anffodus, diffyg cyd-weithio gan wleidyddion Ewrop sydd wedi arwain at un o drychinebau tristaf dynoliaeth. Yn ystod 2015 a 2016, mae amryw o wledydd, gan gynnwys Slofenia, Albania a Bwlgaria, wedi penderfynu mai'r ffordd orau i ddatrys y sefyllfa yma'n Ewrop yw i atal ffoaduriaid rhag dod i'w gwledydd yn gyfan gwbl. Ac i wneud popeth gan gwaith gwaeth, mae rhai gwledydd, megis Awstria a Hwngari, o'r farn mai **codi ffensys, wedi'u gorchuddio â**

**weiren bigog**, yw'r ateb mwyaf effeithiol. Yn barod, mae Gwein-yddiaeth Obama wedi condemnio y ffordd ddifrifol wael y mae'r Undeb Ewropeaidd wedi delio â'r broblem...ond pam? Pam cwyno fod yr UE ddim wedi datrys y broblem yn ddigon effeithiol? Beth mae Obama a'i lywodraeth wedi gynnig i Ewrop? Derbyn 10,000 o ffoaduriaid - llai na 0.2% o'r holl fudwyr sydd wedi gorfod ffoi o Syria. Diolch Obama.

Ond does dim pwrrpas gweld bai ar ambell unigolyn: mae'r broblem yn un sy'n effeithio ar bob un ohonom ni - dyn, dynes, croenwyn, croenddu, ifanc neu hen-pawb. Adroddodd ymchwiliad gan y BBC fod tua 40% o Brydeiniwr yn credu fod gennym ddyletswydd i dderbyn mwy o ffoaduriaid - gwych. Ond beth am ochr arall y stori? **Mae 37% o bobl o'r farn y dylem droi pob un ffoadur ar ei hunion yn ôl i Syria.**

Ond coeliwch i fi, mae pethau'n llawer, llawer gwaeth yn Yr Almaen. Yno, mae'r Canghellor, Angela Merkel, wedi gorfodi'r

'Casineb a rhagfarn yn erbyn ffoaduriaid Syria wedi dod yn fwy fwy amlwg.'

heddlu i ymateb â thrais mewn protestiadau gwrth-ffoaduriaid ar strydoedd Berlin. Yn dilyn yr ymosodiadau ar Baris yn Nhachwedd 2015, aeth ymgyrchwr o adain dde y sbectrwm gwleidyddol i brotestio'n erbyn cynllun Angela Merkel o dderbyn oddeutu 500,000 o ffoaduriaid erbyn diwedd Rhagfyr 2015.

Yn ôl ym Mhrydain, mae casineb a rhagfarn yn erbyn ffoaduriaid Syria wedi dod yn fwy fwy amlwg yn y misoedd diwethaf o achos y refferendwm ar bresenoldeb y DU yn yr Undeb Ewropeaidd. ‘Dylem ail-reoli ein ffiniau eto.’ Mae fel petai Boris Johnson, Michael Gove a Nigel Farage yn dweud y datganiad yma fel tiwn gron. Ail-reoli ein ffiniau oddi wrth bwy? Y Syriaid? Ond yn fwy na hynny, pam ar y ddaear fod angen i ni ‘reoli’ ein ffiniau oddi wrth dramorwyr? Dangosodd ymchwiliad di-duedd gan Amnesty International fod gwledydd yn elwa’n sylweddol o dderbyn ffoaduriaid o dramor: maent yn cynyddu'r gwariant (ac felly'r GDP); maent yn dod â sgiliau a syniadau newydd i wlad; ac maent hefyd yn barod i weithio ar gyflogau is na'r arfer. Felly wedi ystyried y manteision di-ddiwedd sydd i'w cynnig, mae'n syndod i mi fod **52% o Brydeinwyr yn cytuno â'r ymgyrch a elwir yn 'Brexit'** y byddai gadael yr UE o fantais i'r DU.

Yn amlwg, nid oes yna berthynas gadarn rhwng y mwyafrif o wledydd Ewropeaidd, felly mae cydweithrediad effeithiol yn annhebygol iawn - fel dywedodd David Cameron, ein Prif Weinidog ni a gefnogodd yr ymgyrch ‘i mewn’ yn ystod y refferendwm, nid yw e'n ‘caru Brwsel: mae e'n caru Prydain.’ Ond gyda **dros 5 miliwn o bobl yn byw heb gartref parhaol**, mae'n hanfodol bwysig fod Ewrop yn neilltuo unrhyw broblem sydd rhyngddynt, tyfu i fyny ac yna trafod y broblem wyneb yn wyneb.

Ond, mae'n annhebygol iawn y byddwn yn gweld Jean-Claude

Juncker, Recep Tayyip Erdoğan ac Angela Merkel yn eistedd a thrafod yr argyfwng ffoaduriaid yn y dyfodol agos. A gyda oedolion y Deyrnas Unedig yn credu ein bod yn well y tu allan i Ewrop, gall fod yn amser maith nes bod datrysiaid call ac ymarferol yn cael ei gynnig i achub y miliynau o bobl sy'n ceisio ffoi Syria.

I'r rhai sydd yn ysu i ymgartrefu'n Ewrop, a dechrau bywyd newydd, mae ansawdd bywyd yn ddifrifol wael. Adroddodd newyddiadurwr Sky News fod y chwarter miliwn o bobl sy'n byw mewn gwersyll-oedd yn y dwyrain-canol yn **di-oddef o brinder bwyd, dŵr, ac yn cysgu a thorfeidd o bobl mewn pebyll bychan**. Mae cydweithrediad rhwng gwledydd Ewropeaidd yn hanfodol nawr. Ond byddai'n llawer haws iddynt fedru dod i benderfyniad pe byddai dinasyddion eu gwledydd yn medru gweld nad yw mudwyr o Syria yn dymuno dod i Ewrop i'n niweidio mewn unrhyw ffordd. Maen nhw yma gan fod eu gwlaid, yn llythrennol, mewn darnau. Yn amlwg, mae'r argyfwng ffoaduriaid fel jig-so, ond jig-so, ble ar y funud, nad yw'r darnau'n ffitio â'i gilydd.



*Teulu mewn gwersyll ffoaduriaid yn Lebanon. Mae lluniau'n cyfleu eu han-sawdd bywyd gwael i'w gweld yn gyson yn y newyddion.*

Guto Tegid



**Edmund Hilary conquers Everest**



**Neil Armstrong's and Buzz Aldrin's moon landing**



**Thomas Telford built the Menai Bridge**



**Anglesey's William Jones- Theory of Pi**

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