

Rhan 1

Wedi ail-ysgrifennu:

Yng Nghwlad yr Iâ a gwledydd tebyg, mae nhw'n credu ei bod yn bwysig iawn fod plant yn chwarae yn yr awyr agored. Mae rhai wedi ysgrifennu at y Llywodraeth yn dweud bod treulio amser yn yr awyr agored o les i bobl ifanc. Mae Canllawiau'r Cwricwlwm yn mynnu bod addysgu yn yr awyr agored yn beth da lle gall plant ddysgu am fyd natur. Yn ogystal, mae'n gyfle i wneud ymarfer corff a byw bywyd iachus yn ôl Norodahl a Johanneson(2013).

Yng Ngwlad yr Iâ, bu ffocws ers tro ar dreulio amser yn yr awyr agored. Er enghraifft, gall plant dan chwech oed chwarae yn yr awyr agored ar unrhyw adeg, a gall y rheiny rhwng chwech oed ac un ar bymtheg oed chwarae gyda'u ffrindiau yn ystod amser egwyl o bryd i'w gilydd yn unig. Nid ydym yn gwybod llawer am beth mae athrawon yn ei addysgu i ddisgyblion yn yr awyr agored, ond mae'n debygol fod hyn yn dibynnu ar ba athro sy'n addysgu. Fodd bynnag, mae'n ymddangos fod athrawon yn addysgu yn yr awyr agored yn amlach nag o'r blaen yn y wlad. Yn Reykjavik, prifddinas Gwlad yr Iâ, mae 70% o ysgolion yn dweud eu bod yn addysgu yn yr awyr agored yn aml iawn. (Oladottir, 2008).

Addasiad o:

Noradahl, K. and Johannesson, I. (2014) '*Icelandic teachers' views of using the outdoors' Education 3-13: International Journal of Primary, Elementary and Early Years Education*. Vol 44, No.4, September 2014, 391-406.

Rhan 2a

Wedi ail-ysgrifennu

Bydd y traethawd yma yn seiliedig ar ysgolion coedwig. Diffiniad ysgol coedwig a grëwyd gan Forest School Network yw:

It is an inspirational process that offers children, young people, and adults' regular opportunities to achieve and develop confidence and self-esteem through hands on learning experiences in a woodland environment (Murray and O'Brien, 2006, t.22).

Mae pobl yn poeni ychydig am blant ifanc yr ysgol gan nad ydynt wedi treulio amser yng nghoedwigoedd fel eu rhieni oherwydd eu bod yn meddwl y gallai rhywbeth drwg ddigwydd iddynt. Er hynny, mae rhan fwyaf o weithgareddau dan do heddiw, dyna beth mae O'Brien a Murray yn meddwl. Mae nifer o ymchwil yn nodi y bydd atal plant rhag mynd allan tra'u bod yn ifanc yn cael effaith negyddol gan y bydd yn eu hatal rhag mynd allan fel oedolion hefyd. Yn ychwanegol, bydd manteision y natur dynol o ran iechyd ac emosiynau yn cael ei golli. (Ward Thompson et al, 2004). Mae Llywodraeth Cymru yn annog athrawon i wneud ysgol

goedwig yn eu hysgolion, yn enwedig ar gyfer cyfnod sylfaen, oherwydd bod dysgu y tu allan yn wahanol iawn i amgylchedd yr ystafell ddosbarth.

Rhestr Cyfeirnod:

O'Brien and R. Murray, (2006) A marvellous opportunity for children to learn: A participatory evaluation of Forest School in England and Wales, Farnham: Forest Research

Thompson. W et al, (2004), Open space and social inclusion: Local woodland use in central Scotland. Report to the Forestry Commission, Edinburgh.

Welsh Assembly Government, (2009), Outdoor Learning Handbook, Cardiff

Rhan 2b

1. Os byddwch yn methu cydnabod ffynhonnell eich gwybodaeth mewn ysgrifennu academiaidd, gallech gael eich cyhuddo o lôn-ladrad. Pam mae hi'n bwysig bod myfyrwyr yn osgoi hyn?

Mae lôn-ladrad yn gallu digwydd yn ddamweiniol neu yn bwrpasol. Rhai enghreifftiau o pam y byddai pobl yn lôn-ladrata yw'r cymhelliant i wneud yn dda yn y brifysgol, nid oeddent yn ymwybodol eu bod yn lôn-ladrata, heriau gyda rheoli amser. Gall lôn-ladrad wneud niwed difrifol i'ch enw da a dinistrio eich dibynadwyedd. Os ydych chi'n fyfyrwr yn y brif ysgol, gall lôn-ladrad arwain at fethu prifysgol oherwydd gallech methu gradd, cael ei atal, neu ddileu eich cofnod academiaidd yn llwyr. Yn ychwanegol, mae lôn-ladrata yn fath o ladrad: rydych chi'n dwyn eiddo rhywun arall a defnyddio eu syniadau a geiriau yng ngwaith eich hun. Bydd osgoi lôn-ladrad yn gwneud eich gwaith yn fwy greadwy ac yn fwy dilys wrth feddwl am syniadau eich hun a ffeindio rhesymau i genfogi eich barn. (Copyleaks, 2013)

Copyleaks(2013) Why plagiarism is important?

Available at: <https://copyleaks.com/plagiarism-checker/why-plagiarism-is-important>

(Accessed: 14 November 2022)

2. Dim ond pan fyddwch yn defnyddio dyfyniad uniongyrchol y mae'n rhaid i chi gyfeirnod. Ydy hyn yn gywir neu'n anghywir? Eglurwch eich ateb.

Mae'r gosodiad yna yn anghywir oherwydd mae angen cyfeirnod pan rydyn ni'n defnyddio syniadau a geiriau rhywun arall. Os bydd rhywun yn defnyddio syniadau a geiriau rhywun arall fel arbenigwr er enghraifft, fe fydd y fyfyrwr yna yn cael ei gyhuddio o lôn-ladrad. Wrth gyfeirnod, bydd angen rhoi cyfenw'r awdur, dyddiad a gyhoeddwyd, a rhif tudalen er mwyn sicrhau bod y myfyrwr dim yn cael ei gyhuddio o lôn ladrad.

(Llawlyfr Cyfeirnod APA, Prifysgol Cymru Y Drindod Dewi Sant)

3. Mae Wikipedia yn lle da i chwilio am wybodaeth ar gyfer eich aseiniadau academaidd. Esboniwch, gyda rheswmau a llenyddiaeth gyfnogol, a ydych yn credu bod y datganiad hwn yn gywir neu'n anghywir.

Rydw i'n anghytuno gyda'r gosodiad yna oherwydd er fod Wikipedia yn sylfaen da i ddechrau eich ymchwil, ni ddylen gyfeirio ato oherwydd nid yw Wikipedia yn ffynhonnell ddibynadwy. Nid yw'r wefan yn ddibyniadwy oherwydd nid yw'r wybodaeth mae'r wefan yn cynnwys wedi cael i ddilysu cyn ei gyhoeddi. (Paperpile LLC, 2022) Mae mwyafrif o erthyglau ar Wikipedia yn gallu cael eu newid neu disodli gan unrhywun, felly, nid yw'r wybodaeth sy'n cael ei rannu wedi cael ei arsylwi gan yr arbenigwyr â ysgrifennodd yr erthygl. Yn ogystal, mae'r pwyntiau hyn yn gwneud Wikipedia yn ragfarnllyd, felly nid yw Wikipedia yn lle da i chwilio gwybodaeth. (Knowswhy.com, 2011)

Paperline (2022) Wikipedia as a credible source for your research paper?

Available at: <https://paperpile.com/g/wikipedia-credible-source/>

(Accessed: 15 November 2022)

Knowswhy.com (2010) Why is Wikipedia not a reliable source?

Available at: <https://www.knowswhy.com/why-is-wikipedia-not-a-reliable-source/>

(Accessed: 15 November 2022)

4. Lluniwch set o gyfarwyddiadau y gellid ei chynnwys mewn canllaw cyfeirnod sy'n esbonio sut i gyflwyno dyfyniad hir iawn.

Dyfyniad hir iawn yw pan fydd y dyfyniad yn fwy na 40 gair. Dyma sut gallwch gyfeirnod dyfyniad hir iawn:

- 1.) Yn gyntaf, bydd rhaid i chi greu baragraff arall sydd ddim yn gysylltiedig â gweddill y paragraffau eraill (ar wahân)
- 2.) Yn ail, bydd angen i chi fewnoli'r paragraff ar ôl rhoi'r dyfyniad mewn paragraff ar ben ei hun.
- 3.) Gan fod y dyfyniad mewn paragraff ar wahân i'r paragraffau eraill, ni fydd angen dyfynodau o gwmpas y dyfyniad.
- 4.) Yn olaf, ar ôl gwneud camau 1,2, a 3, bydd angen i chi ychwanegu cyfenw'r awdur, y dyddiad a gafodd ei gyhoeddi a rhif y dudalen roedd y wybodaeth arno mewn cromfachau crwn.

(Llawlyfr Cyfeirnod APA, Prifysgol Cymru Y Drindod Dewi Sant)

5. Esboniwch sut gallwch ddechrau gwneud ymchwil ar gyfer aseiniad academaidd. Nodwch bum ffynhonnell a fyddai'n dderbyniol ar gyfer astudiaeth academaidd.

I ddechrau chwilio nodiadau ar gyfer aseiniad academaidd, byddaf yn edrych ar y wê ar ffynhonnellau dilys er mwyn dechrau cael gwybodaeth am y pwnc byddaf yn gwneud yr aseiniad arno. Credaf fydd casglu ymchwil uniongyrchol yn gwneud fy ngwaith yn fwy greadwy gan fy mod wedi mynd ymhellach i ymchwilio am gwybodaeth fy hun. Yn ychwanegol, byddaf yn edrych yn y llyfrgell er mwyn ymchwilio am fwy o wybodaeth a

chasglu llyfrau rwy'n meddwl bydd yn fuddiol i fy ngwaith. Gan fod aseiniad gen i wneud dros y nadolig, dyma rhestr o ffynhonnellau byddaf yn defnyddio i gefnogi fy marn:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

<https://gov.wales/sites/default/files/publications/2018-03/respect-and-resilience-developing-community-cohesion.pdf>

<https://forestschoolassociation.org/what-is-forest-school/>

https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf

<https://www.walesonline.co.uk/news/education/pisa-wales-international-schools-2019-17346247>

Rhan 3

Write a critical response to an academic article

The low academic achievement of students in schools is a debated topic that often divides opinions. But what evidence is there to support this? This journal, 'The Welsh journal of education.: "Schooled to Fail? The underachievement debate in Wales" written by Emma Smith, focuses on the subpar performance of Welsh students in national exams and comparisons of their performance with that of students from other nations. The journal analyses the outcomes using several sets of data to highlight the significant disparity across the various nations.

Smith opens the journal and states that several observers have suggested that 'standards in British schools have reached unacceptable levels with a 'yawning gap'' which suggests that exam performance in the UK has significantly declined over time. The journal also states that pupils from Black Caribbean region are almost three times more likely to deny access to school, and that most students leave school without obtaining more than five GCSE's. Additionally, Smith mentioned that compared to many European colleagues, UK students are less likely to continue their education after their GCSE's. I believe that Smith states this information because it gives background knowledge for the topic. Smith then discusses how they may boost standards in schools considering those realities. She mentions that the necessity for Wales to compete globally and have stronger rates of economic development is a major driver behind the need to enhance standards in schools.

Smith focused on comparing Wales and England, as well as changes in Welsh students' achievement at the end of their obligatory schooling, as the journal's two key issues. Because Wales is a smaller country than England, it is unfair to compare the two countries. She then provided facts to support her assertion about the gross domestic product, making

the information trustworthy. After that, she claims that comparing Wales to Northeast England would be fairer. The fact that girls do better than boys is another interesting issue in this journal. She then compared the boys' and girls' exam scores in core subjects to demonstrate that girls perform somewhat better than boys in these subjects. Exam results may be influenced by several things. For instance, modifications to the course content, additions of assignments, and adjustments to the number of students taking the exam might all be factors. Smith mentions that there is no evidence demonstrating that the results of boys and girls differ, only by approximately 10%.

The journals' structure is well-organized since each section has sub-titles which makes it easier to read. The journal has a clear framework that includes an introduction, a body, and a conclusion. This format offers the reader a clear vision and a better understanding of what they're reading. I think this is effective since the introduction provides a concise summary of the journals' subject, the main body of the text provides in-depth details about it, and the conclusion ties everything together. This journal uses a variety of paragraph lengths, which works well because a big paragraph would be overwhelming for the reader. This journal contains several statistics which strengthen the information's credibility by illuminating statistical trends. Additionally, two appendices are presented with the statistics which demonstrate that there is more knowledge regarding the subject. I think this increases the journal's credibility. There are some words in the journal that link between paragraphs, but I think that more could be included to make the journal flow more effectively.

This journal's writing style is formal since it employs academic language and uses lengthier sentences with accurate grammar and spelling. The language used is easy to read but fairly challenging as there are certain sophisticated terms which are difficult to understand. I believe that most of the journal is accurate as the spelling is correct with professional language. Since this journal is primarily factual, there aren't many persuasive languages in it. It doesn't use metaphors, similes, rhetorical questions, or alliteration. However, there is a lot of repetition in the journal, and it contains evidence that supports Smith's assertion that students in Wales are underachieving in schools. Smith doesn't convey any prejudice or ideas throughout the journal, which indicates that she uses objective language and that the journal is factual and not personal. Smith also doesn't use any subjective language as she doesn't express any opinions or feeling in the journal.

Given that it is repeatedly stated that the issue of underachieving students in schools is a major concern, the journal's justification and supporting data are both evident. Various claims are made throughout this journal, but in my opinion, the ones that stand out are that Students in the UK are less likely than those in other European countries to continue their education after GCSE's, recent exam results seem to show that females do better than boys and that the difference between them is widening, the author indicated that when elements such as intake are taken into consideration, school performance in Wales are often as predicted. The journal frequently refers to the data, which they use as their primary source of support. The journal provides a variety of outcomes that address a variety of subjects, including math, English, and Welsh in schools, and the journal contains data to support these topics. I believe that the evidence used is reliable as it was gathered from The Office of National Statistics, a dependable source of information.

There are several conclusions drawn from this topic, including: there is no evidence to imply that the performance difference between male and female pupils in Wales is widening, 'In 2002, 79 per cent of Welsh 11-year-olds achieved the national target level in English and 50 per cent of 16-year-olds achieved five or more A*-C grades at GCSE' (Smith, 2005), those from the most disadvantaged backgrounds perform worse in school than their friends from more advantaged families. These findings are supported with evidence that indicates whether the journal's assertions are true or false for example, in 2002, the average dwelling price for Wales was 88.3 thousand, but when comparing with London, their average dwelling price is 241 thousand.

To conclude, I believe that this journal is interesting as it provides evidence to support the claims made, which increases the credibility of the journal. The journal has a clear structure that makes it easier to read as it contains sub-headings. Because it ranges from percentages to pounds, providing a wide range of information, the data utilised in the journal is effective. This journal, in my opinion, is a suitable academic piece since it enables us to evaluate it by considering what's excellent and poor because there are areas that might be improved.

Reference list

Emma Smith, (2005) "Schooled to Fail? The underachievement debate in Wales", The Welsh journal of education., 13, 2, pp.84-102