

**דגם תשובות לשאלון באנגלית, שאלון ו' – ספרות, MODULE F – LITERATURE**  
**מס' 016117, קיץ תשע"ד – מועד ב**

**GENERAL GUIDELINES FOR MARKING**  
**MODULE F – LITERATURE**

**General Comments**

- **Grades are allotted according to the rubrics – 80% for content and 20% for language. In-between percentages can be given.**
- **Multiple-choice questions are worth either 100% or 0%.**
- **Deduct first for content of answers. (Wrong answer = 0 points, regardless of language.)**
- **Pupils who have dispensation for spelling mistakes should automatically be given 5% for spelling and punctuation.**
- **The Answer Key gives possible answers to the questions. Alternate answers to all questions may be accepted if appropriate. Use your judgment, bearing in mind that there are different ways to interpret literary texts.**
- **If students answer more than one set of questions in Parts I and II, mark the set with the most answers or if they have answered all or an equal number of questions in both sets, mark the first set.**
- **Accept HOTS answers to LOTS questions.**
- **If students give more answers than asked for, do not deduct for additional correct answers. Read all the answers and deduct a total of 20% for additional incorrect answers.**

- **For the extended HOTS questions:**
  - 1) **Students are allowed to use any HOTS that appears in the Literature Handbook.**
  - 2) **Students must show use of the chosen thinking skill in their answer.**
  
- **Bridging questions:**  
**If answers are only a summary/analysis of the text and do not relate to the new information given, deduct 70% of content.**

### Rubrics for Marking Module F

**Rubric 1: LOTS questions (5 points)**

**Accept HOTS answers to LOTS questions.**

Criteria	Descriptors				
<b>Content</b>	• Answer is correct.		• Answer is partially correct.		• Answer is incorrect.
	<b>80%</b>		<b>40%</b>		<b>0</b>
<b>Language</b>	• Correct use of grammar, vocabulary, spelling and punctuation.		• Partially correct use of grammar, vocabulary, spelling and punctuation.		• Incorrect use of grammar vocabulary, spelling and punctuation.
	<b>20%</b>		<b>10%</b>		<b>0</b>

**Rubric 2: HOTS questions (10 points)**

For the extended HOTS questions:

- 1) Students are allowed to use any HOTS that appears in the Literature Handbook.
- 2) Students must show use of the chosen thinking skill in their answer.

Criteria	Descriptors				
<b>Content</b>	<ul style="list-style-type: none"> <li>• Answer is correct.</li> <li>• The answer includes supporting details / examples when necessary.</li> <li>• Message is clear.</li> </ul>		<ul style="list-style-type: none"> <li>• Answer is partially correct.</li> <li>• The answer does not include sufficient details / examples when necessary.</li> <li>• Message is partially clear.</li> </ul>		<ul style="list-style-type: none"> <li>• Answer is incorrect.</li> <li>• There is no reference to the text or the reference is inaccurate.</li> <li>• The answer is general and does not relate to the text.</li> <li>• Message is not clear.</li> </ul>
	<b>80%</b>		<b>40%</b>		<b>0</b>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Correct use of grammar, vocabulary, spelling and punctuation.</li> </ul>		<ul style="list-style-type: none"> <li>• Partially correct use of grammar, vocabulary, spelling and punctuation.</li> </ul>		<ul style="list-style-type: none"> <li>• Incorrect use of grammar, vocabulary, spelling and punctuation.</li> </ul>
	<b>20%</b>		<b>10%</b>		<b>0</b>

**Rubric 3: Extended HOTS question (5 points)**

This rubric should be used **in addition** to Rubric 2.

There are no language criteria for this part because language is included in Rubric 2.

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> <li>The chosen thinking skill is appropriate.</li> <li>There is appropriate evidence of the use of the thinking skill.</li> </ul>		<ul style="list-style-type: none"> <li>The chosen thinking skill is appropriate.</li> <li>There is partial evidence of the use of the thinking skill.</li> </ul>		<ul style="list-style-type: none"> <li>The chosen thinking skill is appropriate but there is no evidence of its use.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>The chosen thinking skill is not appropriate.</li> </ul>
	<b>100%</b>		<b>50%</b>		<b>0</b>

**Rubric 4: Bridging Text and Context question (20 points)**

If answers are only a summary/analysis of the text and do not relate to the new information given, deduct 70% of content.

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> <li>Answer is well organized.</li> <li>All information is relevant and accurate.</li> <li>Answer explicitly states the connection between the new information and the text.</li> <li>Details / examples from the text are given to support the answer.</li> </ul>		<ul style="list-style-type: none"> <li>Answer is fairly well organized</li> <li>Most information is relevant and accurate.</li> <li>The connection between the new information and the text is not clearly stated.</li> <li>Details / examples given to support the answer are insufficient and / or not entirely appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Answers is poorly organized.</li> <li>No information is relevant or accurate.</li> <li>Answer does not show connection between the new information and the text.</li> <li>No details / examples are given to support the answer.</li> </ul>
	<b>80%</b>		<b>40%</b>		<b>0</b>
Language	<ul style="list-style-type: none"> <li>Correct use of basic language structures.</li> <li>Mostly correct use of advanced language structures.</li> <li>Hardly any errors of mechanics (spelling, punctuation).</li> </ul>		<ul style="list-style-type: none"> <li>Mostly correct use of basic language structures.</li> <li>Incorrect or no use of advanced language structures.</li> <li>Some errors of mechanics (spelling, punctuation).</li> </ul>		<ul style="list-style-type: none"> <li>Incorrect use of basic language structures.</li> <li>Many errors of mechanics (spelling, punctuation).</li> </ul>
	<b>20%</b>		<b>10%</b>		<b>0</b>

There is no deduction for answers shorter/longer than recommended length (80-100 words).

**ANSWER KEY**

**Alternate answers to open questions may be accepted if suitable.**

**Answers given below provide the minimal information that should be included.**

**PART I (35 points)**

Students are required to answer questions for either **(A) Rules of the Game** OR **(B) The Enemy**.

**A. RULES OF THE GAME / Amy Tan**

<p><b>1.</b> iv) use her Chinese background to succeed</p>	<p>5</p>
<p><b>2.</b> (Use Rubric 1)                  ... she has never seen a chess set before // ... it contains secrets that she wants to discover. // ... the chessmen are powerful. // ... her brothers play with serious faces. // ... she wants to take part in her brothers' activities.</p>	<p>5</p>
<p><b>3.</b> (Use Rubric 2)                  As in chess Waverly's mother feels you have to understand all the rules in America to be able to succeed because you can rely only on yourself.   <i>Supporting information:</i> If you don't know the rules of chess, you will lose. If a foreigner doesn't know the rules of America, he will be sent back to his country.                   * Answer must relate both to the game (chess) and the mother's feelings about America. If answer does not contain both elements = 0                  * Accept correct answers without supporting information.</p>	<p>10</p>
<p><b>4.</b> (Use Rubrics 2 and 3)   <i>Inferring / Distinguishing different perspectives</i>                  At the church Waverly's mother is very polite / humble and accepts the presents. At home she behaves differently. I can infer that Waverly's mother's reaction shows her pride and dignity. She sees the Chinese people differently than the ladies at the church. The church ladies look at Waverly's family as a poor, ignorant, inferior Chinese immigrant family who need charity but Waverly's mother sees the Chinese as not only equal to Americans but superior to them.   <i>Supporting information:</i> Waverly's mother says about the chess set, "She not want it. We not want it." // Waverly's mother says about the Chinese, "Chinese people do many things... Chinese people do business, do medicine, do painting. Not lazy like American people..." // Waverly's mother teaches her children "daily truths" so they can "rise above... [their] circumstances." // In public she attributes her daughter's success to "luck".</p>	<p>15</p>

<p><b>5.</b> (Use Rubric 2)</p> <p><b>a.</b> Because of her success in chess Waverly learns to value herself, to be strong, independent and behave with dignity. // She gains a lot of self-respect. // She feels important.</p> <p><i>Supporting information:</i> By the age of nine Waverly was already national chess champion and she continued to win trophies after that. // Waverly's picture appears in <i>Life</i> magazine. // Waverly feels confident and uses the strategies she learned in playing chess to get what she wants from her mother without begging for things. // She gets her own room. // She doesn't have to do chores. // A cake with her name on it / her trophies is/are displayed in the bakery window.</p> <p>She gains confidence.</p> <p><i>Supporting information:</i> She disagrees with her mother about the fact that losing fewer pieces is better. // She speaks her mind in the market place.</p> <p>She becomes ambitious.</p> <p><i>Supporting information:</i> She challenges Lau Po to a game. // She practices all the time to get better. // She gets her mother to allow her to compete further and further away from home. // She reads everything she can find about chess.</p> <p>Waverly sees herself as more American.</p> <p><i>Supporting information:</i> She allows herself to talk back to her mother.</p>	<p>7 points</p>
<p><b>b.</b> Positive effect: Waverly's success at chess makes her mother feel proud and helps raise the status of the family in the neighborhood. // Waverly's mother feels she has succeeded in her new country through her daughter. // Waverly's mother will do anything for her daughter's success.</p> <p><i>Supporting information:</i> Waverly's trophies are displayed in the neighborhood bakery. // Waverly's mother tells everyone that Waverly is her daughter. // Waverly's mother changes everything in the home in order to make life easier for Waverly to practice chess.</p> <p>Negative effect: At the end of the story, Waverly's mother is unhappy that she is losing control of her daughter / doesn't accept Waverly's lack of respect for her.</p> <p><i>Supporting information:</i> At the end, Waverly and her mother argue because Waverly's mother embarrasses her by telling everyone she is her daughter.</p> <p><i>* Answers must include supporting information for both positive and negative effects. A correct answer with supporting information for only one effect – 70%</i></p>	<p>8 points</p>

**B. THE ENEMY / Pearl S. Buck**

<p><b>6.</b> iv) Japanese values</p>	<p>5</p>
<p><b>7.</b> (Use Rubric 1) The General may have another attack and need Sadao to save him. // Because he needs Sadao to take care of him. // Because he is sick. // Because Sadao is his doctor.</p>	<p>5</p>
<p><b>8.</b> (Use Rubric 2) Hana's moral dilemma is whether to save the man or throw him back into the sea /turn him in.  <i>Supporting information:</i> (for saving him) He is a wounded, helpless man who must be helped. // She says, "Is this anything but a man?"  (for throwing him back into the sea) He is an enemy and should at least be turned in to the authorities. // He is an American (and Japan is at war with America). // He has a hat that says "US Navy". // Hana was afraid that she would be endangering her family.  * Answer must include supporting details for both sides of the dilemma (e.g., he is a wounded man and he is an American soldier). If only one side is supported by details – 70%.</p>	<p>10</p>
<p><b>9. a.</b> (Use Rubrics 2 and 3) <i>Comparing and contrasting / Distinguishing different perspectives / Explaining cause and effect</i>  <i>Comparing and contrasting / Distinguishing different perspectives:</i> We can compare the two ways that Sadao sees Americans. / We can see his ideas about the white man from two different perspectives.  On the one hand, they are his enemy and he feels that even a soldier who is wounded should be turned over to the authorities. He also doesn't have respect for Americans as people. He feels superior to them. On the other hand, Sadao appreciates the education he got in America and the morals he learned there.  <i>Supporting information:</i> (anti-American): He says that Americans are prejudiced, ignorant and repulsive. He remembers his ignorant, dirty landlady. (pro-American): He remembers that his landlady was kind to him when he was ill. // He remembers the lessons he learned from his American professor about anatomy and about "mercy with the knife".  <i>Explaining cause and effect:</i> He studied in America and that caused him to see the Americans as human beings, but because Japan is now at war with America, Americans are the enemy.  <i>Supporting information:</i> His father taught him to be a proud / loyal Japanese.  * If answer refers <u>both</u> to Sadao having studied in America <u>and</u> to Japan and America being at war, no additional supporting information is necessary.  * If answer <u>only</u> discusses Sadao's dilemma as a doctor, do not accept.</p>	<p>15</p>

<p><b>10.</b> (Use Rubric 2)</p> <p><b>a.</b> <i>How Sadao sees Tom:</i> Sadao considers Tom an enemy but he cannot stop treating him because he is a doctor. / because he sees him as a human being. // He sees Tom as a duty / a medical challenge but not as a person.</p> <p><i>How Tom sees Sadao:</i> Tom has mixed feelings about Sadao. He is afraid of him but appreciates what he has done / but after what Sadao does, he sees that Sadao is just like him, a human being.</p> <p><i>Supporting information:</i> Sadao doesn't want to know the man's name so he won't develop a relationship with him. // Sadao helps Tom escape at risk to himself. Tom refers to the Japanese as Japs. // Tom wants to thank him for saving his life. // He says that if all Japs were like Sadao, there wouldn't have been a war.</p> <p><i>* Answer must include supporting information for both characters. A correct answer with supporting information for only one character – 70%</i></p>	7 points
<p><b>b.</b> The author is trying to tell us that it is wrong to consider whole nations as enemies. We must relate to every person as an individual. // The author is trying to tell us that when you get to know your enemy, you see he is a person just like you.</p> <p><i>Supporting information:</i> Sadao and Hana know that Americans are people like them. // Sadao and Hana spent time in America and learned American values. In the end they treat the wounded soldier even though he is an enemy. // Tom says, "If all the Japs were like you, there wouldn't have been a war" // Hana asks, "Is he anything but a man?"</p>	8 points

**PART II** (45 points)

Students are required to answer questions for either (C) *All My Sons* OR (D) *The Wave*.

**C. ALL MY SONS** / Arthur Miller

<p><b>11.</b> (Use Rubric 1)</p> <p>She calls him Georgie. // She makes (grape) juice for him (as she did when he was a boy). // She reminds him how the whole neighborhood came to help when he was born. // She cups his face in her hands. // She touches his hair. // She offers to make him a sandwich / wants to feed him. // She reminds him of the good old past. // She reminds him of her love for him. // She says they are all in the same boat. // She is going to find a girl for him to go out with.</p>	5 points
<p><b>12.</b> (Use Rubric 1)</p> <p>He blames them for the fact that his father is in jail / for putting the blame for the cylinder crime on his father. // He believes Keller is guilty of the crime. // He believes the Kellers destroyed his family. // He doesn't want his sister to marry Chris. // He now believes his father's version of the story. // He now hates the Kellers. // He no longer looks up to Chris.</p>	5 points

<p><b>13.</b> (<i>Use Rubric 2</i>)</p> <p>The problem with Jim's relationship with Sue is their different views on the importance of money. Jim doesn't care about money but for Sue it is very important, more important than Jim's happiness. // There is a lot of tension in their marriage due to money. // Jim feels that Sue has made him give up his dream / has made him compromise and work for money rather than do what he really wants.</p> <p><i>Supporting information:</i> Jim would like to do research, even though it doesn't pay well, in order to help others / humanity. Sue, on the other hand, feels that Jim must make money for her even if he is unhappy because she supported him when he was studying. // Sue tells Jim to go visit people who aren't sick because she wants him to make a lot of money.</p>	<p>10 points</p>
<p><b>14.</b> (<i>Use Rubric 2</i>)</p> <p>Jim has always admired Chris, because he has ideals. The fact that Chris is willing to compromise his ideals and come back to the Keller house in the end disappoints Jim.</p> <p><i>Supporting information:</i> Chris thought that people should be better out of respect for the soldiers who died during WWII. // When Chris finds out that Keller is guilty of shipping damaged cylinder heads to the army, he thinks his father should go to jail. When he realizes that this won't change anything, he is ready to compromise.</p> <p>Jim wishes he had the moral strength to fight for his own ideals and he likes Chris and wants him to be able to stay idealistic.</p> <p><i>Supporting information:</i> He wanted to go into research but compromised and came home.</p>	<p>10 points</p>
<p><b>15.</b> (<i>Use Rubrics 2 and 3</i>)</p> <p><i>Comparing and contrasting / Distinguishing different perspectives</i></p> <p>We can compare how Kate and Chris relate to the tree. / We can see that Kate and Chris relate to the tree from different perspectives.</p> <p>Kate is not ready to accept the fact that Larry is dead. Since the tree is meant to be a memorial for Larry, Kate sees it as accepting he is dead. Chris, on the other hand, believes that Larry is dead, and since he wants to get on with his life he thinks that planting a tree in memory of Larry was the right thing to do.</p> <p><i>Supporting information:</i> Larry's body was never found, and so there is no actual proof he is dead. // Kate has been cleaning Larry's room and shining his shoes. // Chris wants to marry Ann and he can't until his family accepts that Larry is dead.</p>	<p>15</p>

<p><b>16.</b> (<i>Use Rubric 2</i>)</p> <p><b>a.</b> Chris wants Keller to understand that there are things that are more important than money and even family. Keller wasn't able to see beyond the needs of his own family. Even though Chris didn't serve in the air force, and his soldiers were not pilots, to Chris all of the soldiers who fought were equal. // Chris does not agree with Joe that if you do something for the family, it is justified. The pilots Joe killed could just as easily have been Chris and his soldiers. // Chris wants his father to understand that he is responsible for all men, they are all his sons. He wants him to see that he didn't just kill 21 strangers but also, symbolically, Chris's men.</p>	<p>7</p>
<p><b>b.</b> As long as Kate could believe that Larry might still be alive, she tried to keep Chris from going on with his life. After Annie shows them Larry's letter and Keller kills himself, she can no longer save Keller and so wants Chris to put the past behind him and go on living. // Kate's perspective hasn't changed. She has always cared only about taking care of / protecting her family and since Chris is now the only family member she has left, her concern is focused on him.</p> <p><i>* Answer must refer to Kate's perspective before and after. The reference may be implicit.</i></p> <p><i>* Do not deduct for lack of supporting information.</i></p>	<p>8</p>

**OR**

**D. THE WAVE / Morton Rhue**

<p><b>17.</b> (<i>Use Rubric 1</i>)</p> <p>Robert becomes part of the group. // The class is covering the material faster than usual. // Pupils are more prepared for class. // There is better discipline in the class. // Everyone is equal. // The pupils are united.</p>	<p>5</p>
<p><b>18.</b> (<i>Use Rubric 1</i>)</p> <p>He feels the pupils won't get the chance to understand what the real purpose of the experiment was.</p> <p><i>* Accept answers that refer to Ben being caught up in the experiment / enjoying the power.</i></p> <p><i>* <u>Do not accept</u> answers that refer to the changes in the student's behavior (being more disciplined, more united, etc.)</i></p>	<p>5</p>

<p><b>19.</b> (<i>Use Rubric 2</i>)</p> <p>Christy's role in the story is to make clear to us what her husband is like. Christy tells us in advance about problems with her husband's behavior and how they might affect the experiment.// Christy reflects what is really happening to her husband. // Christy reminds her husband of reality / tells him the truth.</p> <p><i>Supporting information:</i> She knows her husband gets very involved in his projects and doesn't know when to stop. // She realizes that he is too involved in The Wave and that he isn't aware how serious the situation has become. // She warns him about what is happening and tries to get him to end the experiment. // She warns him: you are becoming a guinea pig in your own experiment. // She asks him how long he plans to go on with this.</p> <p><i>Examples of roles:</i> reasonable voice / conscience /adviser / someone who puts him back on track.</p>	<p>10</p>
<p><b>20.</b> (<i>Use Rubric 2</i>)</p> <p>I think Ben's attitude changes. In the beginning he only wants to do the experiment to prove to the students how people could become like Nazis. By the end he realizes that the experiment has gone too far and that the students are taking it too seriously.</p> <p><i>Supporting information:</i> He understands how dangerous the experiment is when he hears about the violence and threats against people who didn't want to join The Wave. // He says at the end that he wouldn't repeat the experiment.</p> <p>OR</p> <p>I think Ben's attitude doesn't change. In the beginning he wants to do the experiment to prove to the students how decent, normal people could become like Nazis. As The Wave becomes more popular he begins to enjoy his power over the students. He only ends it because he is forced to by the principal.</p> <p><i>Supporting information:</i> His wife tells him that he has become a guinea pig in his own experiment but he ignores her warnings. // When he is told to end the experiment he objects saying the students haven't yet learned the lesson.</p>	<p>10</p>
<p><b>21.</b> (<i>Use Rubrics 2 and 3</i>)</p> <p><i>Comparing and contrasting</i></p> <p>When I compare these two points of view I see they represent the two main opposing ideas in the novel. Mr. Saunders thinks The Wave is a good idea because it teaches the kids to cooperate. At the beginning of the experiment, Robert is the person who most clearly represents this point of view. On the other hand, Mrs. Saunders talks about individuality. Each person should decide if he wants to be part of a community and what role he wants to play. Laurie in the end best represents this point of view.</p>	<p>15</p>

<p><b>22.</b> (Use Rubric 2)</p> <p><b>a.</b> In the beginning, Laurie thinks her mother exaggerates in her criticism of The Wave. As the story continues, her parents' efforts to show Laurie the negative aspects of The Wave cause her to change her opinion of the experiment.</p> <p><i>Supporting information:</i> In the beginning Laurie defends Mr. Ross and says that there are benefits to The Wave. // Laurie's father tells her that a Jewish boy was hurt at the rally. // Laurie tells David that her mother said that Mr. Ross was brainwashing them. // Her mother tells her that she should be an individual and think for herself.</p>	<p>7</p>
<p><b>b.</b> At first, Laurie feels The Wave is a positive thing. All her classmates seem to be benefitting from the experiment. However, after a while, she is upset that they do what they are told without thinking and that some of them become violent towards those, like her, who decide not to support the experiment.</p> <p><i>Supporting information:</i> She and her classmates are studying well and everyone is disciplined. // Laurie is threatened when she stops supporting The Wave.</p> <p>Laurie loses a friend.</p> <p><i>Supporting information:</i> Amy refuses to listen to Laurie when she warns her about the article in <i>The Grapevine</i>.</p>	<p>8</p>

**PART III** (20 points)

(Use Rubric 4)

Students are required to answer the question for either **(23)** *The Split Cherry Tree* OR **(24)** *A Summer's Reading* OR **(25)** *Mr. Know All*.

Suggested length: 80-100 words.

*Note: When giving examples from the texts students may either quote directly or paraphrase.*

**23. THE SPLIT CHERRY TREE** / Jesse Stuart

This quote shows the difference between the two theories of education presented in the story. At the beginning of the story, according to Pa, the teacher's job is to fill children's minds with facts and information, as in the Dickens quote. During the story Pa learns to accept the fact that going to school is different now than when he was a child. He realizes that Professor Herbert wants his pupils to be motivated and discover new things for themselves. Professor Herbert believes in field trips and studying biology by actually holding insects, snakes, etc. Pa changes his opinion and encourages Dave to go on with his education. When he gets home, he wants to teach Ma all about germs as well.

OR

**22. A SUMMER'S READING / Bernard Malamud**

We can relate this information to George's poor self-image as a teenager. He blamed others for his problems. The only one who related to him differently was Mr. Cattanzara. It was very important to George to impress him.

*Supporting information:* He blamed others: George felt his teachers did not respect him / his family didn't value him / his neighbors and / or people his age ignored him. // George believed that because other people didn't respect him he was unable to succeed in school / he couldn't find a job / he had no friends / no money / he couldn't get a girlfriend / a nice house.

Mr. Cattanzara: He asked George different questions than everyone else. // He gave George a nickel sometimes when he was a child.

The quote says that the experience we have with our neighbors, among others, significantly influences our self-image. That is clearly what happens in the story, A Summer's Reading. Mr. Cattanzara believing in George, spread rumors that George was reading / had read 100 books to improve his education. The reaction of the neighbors to these rumors and the confidence Mr. Cattanzara gave him when he spread the rumors is what motivated and significantly influenced George's self-image. It influenced him so greatly that he finally went to the library in order to change his situation and pick up his education.

OR

**25. MR. KNOW ALL / W. Somerset Maugham**

Most of us are quick to judge others. But, as the quote says, judgment prevents us from really getting to know others and seeing the good in them. This is exactly what the narrator does in the story. In the end, Kelada's helping Mrs. Ramsay by lying and losing his reputation proves that he is really a good man and that the narrator has misjudged him.

*Supporting information:* The narrator dislikes Mr. Kelada even before he meets him. // He dislikes his name and the look of his luggage. // When he meets him, he dislikes him because of his appearance and the way he talks. He also thinks he is very loud and seems to know about everything. // The narrator says at the end, "I did not entirely dislike Mr. Kelada."

## APPENDIX TO PARTS I AND II

### **Thinking Skills**

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Problem solving
- Inferring
- Explaining patterns