OCR
Oxford Cambridge and RSA

# GCE

# Turkish

Unit **F890**: Listening, Reading, Writing 2

Advanced GCE

# Mark Scheme for June 2017

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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1. Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

| Annotation | Meaning |
|---|---|
| | Tick |
| | Development of point |
| | incorrect |
| IR | Irrelevant (material which doesn't answer the question) |
| | Caret sign to show omission |
| O | Opinion |
| J | Just/Justification |
| L | Good language |
| PE | Poorly expressed |
| P | Past tense correctly used |
| F | Future tense correctly used |
| Pre | Present tense correctly used |
| AL | Accurate language |
| IL | Inaccurate language |

| Abbreviations | Meaning |
|---|---|
| / | Alternative and acceptable answers for the same marking point |
| ( ) | Words which are not essential to gain the mark |
| __ | Underlined words must be included to gain the mark |

**Subject-specific Marking Instructions**

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.

*** Section A: Listening and Writing**

**Task 1:**
**Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (**X**) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions**.**
- Answers in Target language get no marks**.**

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| a | It is a high-resolution observation /viewing/taking pictures and images satellite. | 1 | |
| b | It is made by Turkish engineers (people). | 1 | |
| c | It will be used by army/ investigation and observation/ environment and city planning/ cartography/ natural disasters/ agriculture/ forestry | 2 | Any two of eight |
| d | For Turkey to reach a higher level in both the space sciences and **/** space technologies/ space engineering. | 2 | ACCEPT: Being able to send satellites in Turkey. |

**Task 2**

**Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (**X**) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions**.**

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| a | (i)Teknolojinin gelişmesi ve (ii)yaşamımızda daha farklı ihtiyaçlarımız olması | 2 | |
| b | (i)Yün lif haline getirilir ve/ (ii) su sabun yardımıyla sıkıştırılır./sabunlu suyla nemlendirilir./ Rulo haline getirilerek dövülür, sıkıştırılır. | 2 | |
| c | (i)Girgiç'e nadir olan keçe ustalarından biridir. (ii)Unesco yaşayan İnsan Hazinesi unvanını almıştır. | 2 | |
| d | (i)Keçenin yapımı sabahın erken saatlerinden (ii) akşamın geç saatlerine kadar sürüyordu. (Terlemeden keçe kıvama gelmez. Terlemek çok çalışmanın göstergesidir) | 2 | |
| e | Girgiç, Türkiye'de (Anadolu'da) başka şehirlerdeki bazı keçe yapım metodlarından /yöntemlerinden(tarzlarından) yararlandı. | 1 | |
| f | (i)Yünün lif haline getirilmesi ve / (ii) yünün sıkıştırılması artık (1) | 2 | |

| | | | |
|---|---|---|---|
| g | Keçeye dönüşen elyafları kumaş ile kullanarak yeni bir teknik oluşturdu. | 2 | |
| h | Tüm malzemeler doğal ve/ kumaşı renklendirmek için kök boya kullanıyor /Malzemeleri itina ile seçiyor | 2 | Any two |
| i | (i)Keçe kumaşı soğuğu geçirmez ama vücuda nefes aldırır. (2)<br>(ii)Yumuşak olduğundan kullanımı rahattır. (2) | 2 | |
| j | İngiltere Prensi Charles'ın sikkesini yapmaktan gurur duydu. | 1 | |
| k | (i)Yurt içinde ve dışında sergiler açıp(ii) üniversitelerde ders veriyor. | 2 | Yurt dışı yoksa 1 puan |
| l | (i)Keçe yapımında çırak yetiştirilmeli ve(ii) tekstil fuarlarda keçenin tanıtımı yapılmalı. | 2 | |

QoL: Read response again and assess for language.

- **Annotations**: you may use the underlining tool (**--**) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.

- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

| GRID C.2 | QUALITY OF LANGUAGE – ACCURACY<br>10 marks AO3 |
|---|---|
| **9-10** | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |
| **7-8** | Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| **5-6** | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. |
| **3-4** | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| **0-2** | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |

**Section B: Reading and Writing**

In Section B there are 10 marks for Quality of Language.

**Task 3**

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| a | 7 | 1 | **Multi-choice**<br>Marks entered individually. No need for annotation.<br>Enter 1,<br>0 or NR as appropriate. |
| b | 3 | 1 | |
| c | 4 | 1 | |
| d | 9 | 1 | |
| e | 2 | 1 | |

**Task 4:**

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| a | firma | 1 | **1 mark for each correct answer**<br>The marks are awarded individually. No annotations are necessary.<br><br>Accept all the words as they written in the text |
| b | esnek | 1 | |
| c | ortam | 1 | |
| d | İstihdam / çalışma /çalışmak /çalıştırmak | 1 | |
| e | anket | 1 | |
| f | dünya çapında | 1 | |
| g | yaygınlaşan /yaygın | 1 | |
| h | sistem | 1 | |
| i | benimsemek | 1 | |
| j | verim | 1 | |

**Task 5**

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| a | (i)İş yeri ihtiyacı olmuyor ve/(ii) çalışanların daha çok zamanı oluyor | 2 | **Gap-fill/completion sentences**<br>No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.<br>For the point 'e' mahkeme is acceptable. |
| b | (i)Aile ve / (ii)iş zamanları birleşiyor | 2 | |
| c | İçiçe olan ev ve iş yaşantısı sorun olur. | 2 | |
| d | (i)strese – işten bir türlü uzaklaşamamasına bağlı /(ii) çeşitli | 2 | |
| e | hastalıklara.<br>(i)mesai /(ii) iletişim kurmanın/ elektronik posta gönderiminin | 2 | |

**Task 6**
**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).

- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.

- Go through all the responses and assess every question for **comprehension.**

    a. Marks are awarded on a point by point basis, according to the mark scheme.

    b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL

    c. For comprehension / content, remember that you are a "sympathetic native speaker / sympathetic examiner". If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

- **Annotations:**
- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross **(X)** when a word in the response invalidates an otherwise acceptable answer.

- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer,** award the comprehension mark but highlight and exclude from Quality of Language assessment.

**Task 6: Transfer of Meaning**

| Question | Answer | Marks | Guidance | |
|---|---|---|---|---|
| | | [10] | **Content** | **Levels of response** |
| 1<br><br><br><br><br><br>2<br><br><br><br>3<br><br><br>4 | When writing an essay, instead of using technical words and expressions from science, philosophy and art,/<br>It is important to use common language that is known by most people.<br><br>A dry and schematic style of writing which is characteristic of scientific work is not found in essays.<br><br>The ideas/thoughts are presented using poetic, flowing and friendly styles.<br><br>It is for these reasons that essays have characteristics which the masses can read and understand comfortably. | 2<br><br>2<br><br>2<br><br>2<br><br>2 | Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.<br><br>Exceptional responses and marks to award:<br><br>1. Candidates may answer in **faultless English but may not transfer meaning accurately**. **Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.<br>2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors**. **Award 0 or 1 mark**, depending on level of inaccuracy of English. | **GRID H.2**<br><br>**TRANSFER OF MEANING**<br>**2**<br>Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.<br><br>**1**<br>Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.<br><br>**0**<br>Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English. |

**Task 7**

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| a | (i)sonuca varmadan/ bir konuda / (ii)paylaşmak | 2 | **Sentence Completion/Multi-choice**<br><br>Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. |
| b | (i)kelime ve terimler / bilimsel/ kuru anlatım /dil<br>(ii)halkın bildiği dil / günlük konuşma dili | 2 | |
| c | (i)samimi / (ii)sohbet | 2 | |
| d | (i)düşünceler /fikirler / (ii)türü yazılara benzeme | 2 | |
| e | (i)Cumhuriyet /(ii) gazete ve dergilerde yayımlanmış yazılardan | 2 | |
| f | (i)inceleme / (ii)eleştiri / analiz etme | 2 | |

**Task 8**

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| a | Muhasebe yapmak aynı zamanda bir kişinin kendisi ile hesaplaşması anlamına geliyor. | 2 | Accept: İç hesaplaşmalara yakındır. |
| b | Kişisel konular (i) soyut dünya /(ii)olay ve durumlardaki ve eşyalardaki incelikleri güzellikleri ortaya koyar./ Okuyucunun olaylara farklı bakması gerektiğini anlatır. | 2 | |
| c | (i)Yazarlar başkalarının bakıp da göremedikleri ayrıntıları görürler, (ii)görmek ise bakılanın özelliklerini fark etmektir. | 2 | |
| d | (i)] özgün olmalı<br>(ii) ve durağan olmamalı / akıcı olmalıdır. Samimi /içten/sohbet havasında | 1<br>1 | |

| | | | |
|---|---|---|---|
| e | Yazarların kültür bakımından birikimleri okuyucunun ufkunu genişletir. / Yazarın geniş bakış açısı ve edebiyat, sanat ve felsefe kültürü olması gerekir. | 2 | |

**Task 9**

**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension.**

  d. Marks are awarded on a point by point basis, according to the mark scheme.

  e. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL

  f. For comprehension / content, remember that you are a "sympathetic native speaker / sympathetic examiner". If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

- **Annotations:**
- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross **(X)** when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer,** award the comprehension mark but highlight and exclude from Quality of Language assessment.

- Assessing **Quality of Language** across Section B

    a. You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
    b. Apply Grid C.2 and enter the mark.
    *c. PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

| GRID C.2 | QUALITY OF LANGUAGE – ACCURACY<br>10 marks AO3 |
|---|---|
| **9-10** | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |
| **7-8** | Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| **5-6** | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. |
| **3-4** | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| **0-2** | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |

**Task 9**

a) Çünkü inci kefali balıklarının üreme zamanı gelmişti ve av yasağı başlamıştı. [2]

b) Balıkların yumurtalarını akarsu yataklarına bırakıp tekrar göle dönmeleri temmuz ayı ortalarına ( iki buçuk ay) kadar sürdüğü için onlarda bu süre sonunda tekrar avlanmaya başlayabilirler. [ 2 ]

c) Bu değerli balıkların yok olmasını önlemek için av yasağına uyulmasını sağlayacak tedbirler almak ve halkı uyarmaktı. [2]

d) Eskiye oranla kaçak avlanma azalmıştır (ama tamamen ortadan kalkmamıştır )(2)
[2]

e) [Balıklar üreyemeden avlandıkları için (1) / kanunsuz (bilinsizce, kaçak)( gerekli)

avladıkları için 2]

**Task 10-14**
**Task specific guidance**

**Mark one essay using the grids N, O, C.2 and F.2.**

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

| Question | Indicative Content | Marks | Guidance |
|---|---|---|---|
| Task 12-16 | No Indicative Content – personal response | **[25]** | **Grid N guidance**<br><br>3–4 – No specific example from TL = cap 4<br><br>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative<br><br>7–8 – Imaginative and/or original response to task – applies mainly to imaginative<br><br>**Grid O guidance**<br><br>6–9 – Straight narration = more 6/7<br><br>Evidence of some argument = more 8/9 |

**Task 12-16 – Language (QoL) – Grids C.2 and F.2: [20 marks]**

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| Task 12-16 | Assess for Quality of Language using Grids C.2 and F.2<br>Appendix 1 | **[20]** | Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.<br><br>**Grid C.2 guidance**<br>0–2 – Errors ([*e.g.*] endings, verb forms, gender of common nouns).<br>Frequent first [= *other*] language interference.<br>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival<br>agreements).<br>Candidate's first [= *other*] language.<br>Meaning may be unclear; more wrong than right.<br>5–6 – Wrong/right = 50/50<br>7–8 – More right than wrong.<br><br>**Grid F.2 guidance**<br>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.<br>7–8 – Effective = *good*.<br>Reads easily.<br>9–10 – idiom ≠ *idioms*. |

**APPENDIX 1**

| GRID N | RELEVANCE AND POINTS OF VIEW<br>10 marks AO2 |
|---|---|
| **9–10** | **Consistently relevant information** that supports points of view and opinions. Shows **genuine insight** in responding to the task. |
| **7–8** | Relevant **information** that **responds to the requirements** of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task. |
| **5–6** | The **information** given is **mainly relevant** to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination. |
| **3–4** | Includes **some relevant information** but does **not always address the requirements** of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information. |
| **0–2** | The response to the task is likely to be very short and/or irrelevant and/or very superficial. |

| GRID O | STRUCTURE AND ANALYSIS<br>15 marks AO2 |
|---|---|
| **13–15** | The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions. |
| **10–12** | Coherently structured and organised response. Points of view are **linked in a logical sequence**. **Able to develop an argument**, analyse and evaluate, and draw conclusions. |
| **6–9** | Structured and organised response. Points of view are **mostly linked in a logical sequence**. Shows some ability to develop an argument, analyse and evaluate and draw conclusions. |
| **3–5** | Shows **some ability to structure** and organise the response**. Limited ability to develop an argument**, analyse and evaluate, and draw conclusions. |
| **0–2** | **Random organisation** of the response**. Limited attempt to develop an argument**, analyse and evaluate, and draw conclusions. |

| GRID C.2 | QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3 |
|---|---|
| **9–10** | Characterised by a **high and consistent level of accuracy** in use of complex structures, although there **may be some errors**. |
| **7–8** | Language **generally accurate**. Shows a sound grasp of AS and/or A2 structures, as appropriate. **Generally correct use of complex** structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| **5–6** | Shows evidence of fair understanding of grammatical usage. **Generally accurate use of simple** sentence structures. **Some correct use of complex** sentence structures. The performance is likely to be **patchy** and **inconsistent**. |
| **3–4** | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| **0–2** | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |

| GRID F.2 | QUALITY OF LANGUAGE (RANGE) 10 marks AO3 |
|---|---|
| **9–10** | Effective and confident use of a **wide range of vocabulary and idiom** with a **variety of complex sentence structures**. |
| **7–8** | Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage). |
| **5–6** | **Attempts to extend the range of vocabulary**, though still rather repetitive. **Attempts to use more complex language** with **some success** in producing a range of syntax and sentence structures appropriate to the task. |
| **3–4** | Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures. |
| **0–2** | Only **simple sentence patterns**. Very **limited vocabulary**. Very **limited range of structures**. |

****APPENDIX 2**

## Transcripts of Listening Texts

**Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.**

### Task 1

### Göktürk 2 Uydusu

Türkiye'nin yüksek çözünürlüklü yerli gözlem uydusu Göktürk-2, 18 Aralık 2012 tarihinde olumsuz hava şartlarından dolayı uzay yolculuğuna bir gün önce, Çin'deki bir Fırlatma Üssü'nden başladı. Bu görüntüler Ankara'dan Başbakan ve yüksek düzeydeki hükümet görevlileri tarafından canlı yayında heyecanla izlendi. Uydunun tüm sistemlerinin, tasarımının tamamen Türk mühendisleri tarafından gerçekleştirilmiş olması ülke adına gurur vericiydi.

Göktürk 2 uydusu sayesinde dünya üzerinde herhangi bir noktanın uydu fotoğrafları hiçbir kısıtlama olmaksızın alınacaktır. Bu özellikle askeri anlamda çok büyük avantajlar getiriyor. Bu uydu Türkiye'nin; keşif ve gözetleme, çevre ve şehircilik, haritacılık, doğal afetler, tarım ve ormancılık alanlarında önemli ihtiyaçlarına cevap verecek.

Geçtiğimiz yıllarda iki uydumuzun da yurt dışından fırlatılmış olması bu konuda önemli bir bilinç oluşturdu. Türkiye Bilimsel ve Teknolojik Araştırma Kurumu (TÜBİTAK) ve diğer kamu kurumları ülkenin fırlatma teknolojisi ve merkezine sahip olabilmesi için gerekli çalışmaları yürütüyor. TÜBİTAK'ın hedefi, gerek uzay bilimleri gerekse uzay teknolojileri alanlarında ülkenin üstün düzeye ulaşmasını sağlamaktır.

Task 2

KEÇE

Teknolojinin gelişmesi ve yaşamdaki gereksinmelerin farklılaşması nedeniyle yüzyıllardır sürüp gitmekte olan el sanatları ile ilgili bazı meslek dalları ne yazık ki eski önemini yitiriyor. Bunlardan biri de Keçecilik. Bin yıl önce Orta Asya'dan göçen Türkler tarafından Anadolu'ya getirilen keçe, yün liflerinin su ve sabun yardımıyla dövülüp, sıkıştırılmasıyla hazırlanıyor. Eskiden makineler olmadığından koyunlardan kırpılan yün önce hallaç denilen bir aletle lif haline getiriliyordu. Sonra bu lifler bir örtünün üzerine seriliyor ve üzerine içinde sabun bulunan kaynamış su serpilerek nemlendiriliyordu. Sonra bu yün lifleri örtü ile beraber rulo haline getirilerek ayakla çiğnenme yoluyla sıkıştırılıyordu.

Yok olmakta olan keçecilik zanaatının az kalmış ustalarından biri olan Mehmet Girgiç UNESCO yaşayan İnsan Hazinesi unvanını kazanmıştır. Ona göre, 'Bu zanaatın temeli aşk ve sabırdan geçiyor'. 'Terlemeden keçe kıvama gelmez' diyen Girgiç, eskiden Konya'da sadece keçe yapanlara ayrılmış hamamlar olduğunu, sabah namazından sonra başlayan yoğurma işinin akşam ezanına kadar sürdüğünü belirtiyor. Anadolu'daki Konya, Urfa ve Afyon gibi kentlerdeki keçecilik ekollerinden (değişik keçecilik yöntemlerinden) de yararlandığını söyleyen Girgiç'in Konya'daki Mevlana dergâhı yakınlarındaki atölyesi bir müzeyi andırıyor. Atölye, Mevlevi sikkeleri, yani koni biçimindeki şapkalarla, şallarla, çantalarla ve yeleklerle doludur.

Zamanla icat edilen makineler sayesinde keçe yapımı daha kolaylaştı. Artık yünü lif haline getirmek ve ezerek sıkıştırma işlemlerinde teknoloji kullanılıyor.

Mehmet usta keçeye dönüşebilen elyafları kumaşla birleştirerek yeni bir teknik oluşturdu. Keçe yapımında kullandığı tüm malzemeleri itina ile seçer. Doğal malzemeler bulmak için özen gösterir ve renklendirme işlevini kök boya kullanarak yapar. Keçenin dokusu soğuğu geçirmediği halde, hava akışını sağlayarak insan vücuduna nefes aldırır, yumuşacık olması nedeniyle de rahatlatıcıdır.

Girgiç'i en onur duyduğu olay Konya'yı ziyarete gelen İngiltere Prensi Charles'a hediye edilen sikkeyi kendi elleri ile yapıp ona vermiş olmasıdır. Yurt içi ve dışında birçok sergiler gerçekleştiren, ABD Avrupa ve Avustralya'daki üniversitelerde keçe yapımı ile ilgili dersler veren usta, bu ince sanatın geleceğe taşınması için çırak yetiştirilmesini ve tekstil fuarlarında keçenin halka tanıtılması gerektiğini belirtiyor.

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