

**EVALUATING
ACADEMIC READINESS
FOR APPRENTICESHIP TRAINING**
Revised for
ACCESS TO APPRENTICESHIP

**COMMUNICATIONS SKILLS
COMPARISON OF INFORMATION**

**AN ACADEMIC SKILLS MANUAL
for
The Hairstylist Trade**

*Workplace Support Services Branch
Ontario Ministry of Training, Colleges and Universities*

Revised 2011

In preparing these Academic Skills Manuals we have used passages, diagrams and questions similar to those an apprentice might find in a text, guide or trade manual.

This trade related material is not intended to instruct you in your trade. It is used only to demonstrate how understanding an academic skill will help you find and use the information you need.

COMMUNICATIONS SKILLS

COMPARISON

*An academic skill required for the study of the
Hairstylist Trade*

INTRODUCTION

You make comparisons on the job every day. You compare size when you pick a smaller roller to create a tighter curl. You compare techniques when you decide to use a curling iron instead of rollers. You compare long-term costs when you order a better salon chair because it is more durable than a less expensive one.

*When you make a **comparison**, you examine two or more things to find out how they are similar and how they are different.* While comparison examines both similarities and differences, *contrasting* only looks at differences. Once you have made your comparison or contrast of the different options available, you are in a position to evaluate what is the best choice for a given situation.

In your trade, you compare products and equipment for a variety of reasons: to decide which one is more durable, which is safer or which will work better in a specific situation. You learn to compare techniques and procedures through your reading, from listening to teachers, supervisors and skilled tradespeople, and through your experience on the job.

In this skills manual, we will look at the following aspects of comparison:

- ◆ How comparison works
- ◆ Words that compare and contrast
- ◆ Using text and graphics to compare
- ◆ Making choices

PART I

HOW COMPARISON WORKS

From general to specific

Most comparison starts with general information about a topic. The topic could be scissors or perm products. General information is your base or foundation. From this foundation, you move to more specific topics such as what perm products are best for different situations or the use of a specific piece of equipment such as a diffuser. Here you find definitions, descriptions and details about how to care for your tools, and safety procedures for the proper use of chemicals.

As you read about topics such as dryers, you begin with an explanation, definition or description that applies to the large body of information about dryers. Consider this the base or foundation of information. This gives you an overview of a topic.

Next, you sort out the details about similarities and differences between dryer types:

- how they operate and their parts,
- the specific *types* of dryers,
- the variations in their *design*, and
- how each operates, their *uses* and *features*.

You *compare* features, operation, procedures, parts, conditions or costs related to a group and each item in a group; this teaches you how best make use of a certain type of dryer, which conditions are best or which conditions are not optimal for that dryer.

Passage 1 shows you this typical pattern. It starts with general information about hair relaxers. It then describes two types of relaxers, and gives details about one of the relaxer types – with details about their similarities and differences.

Read Passage 1 and answer the questions which ask you to compare different aspects of hair relaxers. The answers are at the end of this skills manual.

Passage 1 **Chemical Hair Relaxing**

Two general types of chemical hair relaxing permanently rearrange the basic structure of hair. The change is from its overly curly form to a straight form. *Sodium hydroxide* (NaOH) requires no pre-shampooing. *Ammonium thioglycolate*, or perm salt, may require pre-shampooing. Ammonium thioglycolate softens and swells hair fibres allowing overly curly hair to be smoothed and straightened in a similar action to sodium hydroxide. But, it is milder in its action.

Sodium hydroxide uses *base* and *no base* formulas.

Base formula is a petroleum cream. The cream has a thin, oily protective coating which helps prevent burning or irritation of scalp and skin during the straightening process. It should be applied if retouching previously treated hair. This will protect hair from being over-processed and broken. Petroleum cream has a lighter consistency than petroleum jelly, and it melts at body temperature. Thus the scalp and other areas of the skin are completely covered.

No base relaxers have the same chemical reaction though they are usually milder. The application procedure is the same as for regular relaxers but the base cream is not applied. Therefore, a protective cream should be used around hairline and over ears.

Questions:

1. Which of the following directions would you follow when using a sodium hydroxide relaxer?
 - a) Shampoo and rinse hair before applying.
 - b) Do not shampoo and rinse hair before applying.
 - c) Either of the above depending on the client's hair.
2. Petroleum cream and petroleum jelly protect scalp and other skin areas because they melt at body temperatures and cover skin completely.

T F

3. Base and no base relaxers are different in the following way:
 - a) in the chemical reaction,
 - b) in the strength of the chemical reaction
 - c) in the application procedure

When you read Passage 1, it doesn't say anywhere that types of relaxers will be compared, but this is what is happening. We will look at Passage 1 in more detail to see how the comparison is organized.

The comparison is set up in a series of steps. Paragraph one starts with general information.

- It introduces the large classification of *permanent hair relaxers*:
 - It tells what hair relaxers can do.
- It introduces the two types of relaxers, and points out their main similarities and differences:
 - sodium hydroxide type: no pre-shampoo; stronger, and
 - ammonium thioglycolate type: may pre-shampoo; milder; similar action to sodium hydroxide.

Then the passage focuses on one type or *class* of relaxer, the sodium hydroxide class.

- You already know what a *relaxer* is or does. You can apply these facts to sodium hydroxide relaxers.
- The details about the two classes of NaOH relaxers allow you to compare them:
 - to each other,
 - to the general category of all relaxers, and
 - to the classes of sodium hydroxide and ammonium thioglycolate relaxers.

By the end of Passage 1, you know how the different classes of hair relaxers are similar and how they differ. You also know how each type is used.

Using the information

When you learn about products, procedures and equipment, you get information and details that enable you to make comparisons. You could explain to someone else what to expect if you substituted one product for another. You could say that Material A would be cheaper, but Material B would last longer.

By comparing uses and features, you can make the best choice for the given job. By comparing, you understand why an inappropriate product would produce unsuitable results while another product will give just the result you want.

As you learn about one thing, in this case, sodium hydroxide hair relaxers, be prepared for information about the features and uses of other types of hair relaxers. Use this information to

think about their similarities and differences. Consider making your own list of advantages and disadvantages of different products so you have a handy reference.

Classification

An important method of comparison is *classification*. **Classification** is a method of grouping things according to their similarities. Classifying materials, tools and techniques is a good way of keeping things organized. It also helps you see how things are related and how they differ.

Read Passage 2 below to see how this works. **Read Passage 2 and answer the questions. Answers are at the end of this skills manual.**

Passage 2 Haircolouring

Haircolouring is the use of artificial haircolour products to change hair colour. Haircolour products are classified by their chemistry, the action on the hair and their ability to last (temporary to permanent). Five main haircolouring categories separate haircolouring products: *temporary*, *semi-permanent*, *oxidative deposit-only*, *non-oxidative permanent* and *oxidative/lift-deposit (permanent)*.

Temporary Haircolour

Because the colour molecule of temporary haircolour does not penetrate the cuticle layer of the hair shaft, the change to hair colour is *physical* rather than chemical. The strand of hair is coated on the outside only and remains on the hair until it is shampooed. Colour, though, may penetrate the shaft of overly porous hair. Temporary colour may be used on hair which is not suited for stronger chemical treatment.

Consult the manufacturer of each product to determine if a patch test is required. Many types of products fall into this classification:

- colouring crayons and mascara
- colouring mousses, gels and creams
- colouring sprays
- and so on

Colouring Crayons, Mascara: Available in tubes in a wide variety of shades with applicator similar to mascara for the eyes. Can offer accent to colour in selected areas.

Colouring Mousses, Creams: Mousses come in a wide variety of colours, are fast and easy to apply. They offer the same benefits as temporary colour rinses to brighten hair or tone unpigmented hair, etc.

Questions:

1. Products manufactured to change the colour of hair are classified according to the intensity of colour.

T F

2. *Temporary* haircolour products are designed to cause a chemical change to hair.

T F

3. All temporary haircolour products will last about the same length of time.

T F

4. Colouring mousses offer the same benefits as temporary colour rinses.

T F

Passage 2 sets up comparison in a series of steps.

In paragraph one, we learn:

- *what* haircolouring is and what it does,
- *what* the five main categories are
- *how* the categories have been classified based on their chemistry, action and ability to last.

These descriptions apply to all hair colouring products. To learn more details, we have to read on.

In paragraph two, we get details about a type of haircolouring – temporary, its characteristics, advantages, limitations, and so on. It tells us the following:

- how it affects the hair (coats the hair shaft),
- why it works this way (physical change to hair, not chemical),
- the effects of it on overly porous hair

This information is still general in that it applies to all temporary haircolouring.

In paragraphs 4 and 5, we learn particulars about some types of temporary hair colourings. We learn about similarities and differences in *use* and *composition*.

- The types are named, and
- two of the types are described more fully as to:
 - range of colours,
 - application methods, and
 - particular colouring feature.

By the end of Passage 2, you know how temporary hair colourings are similar and how they differ. You also know how each type is used.

This description moves you gradually to an understanding that is more detailed. It is organized so that you build your knowledge gradually. **Comparison through classification** leads you to recognize the ways that something is similar to and different from others in its category. You can then use this information to generalize how each will function in the workplace.

Tables, charts and lists

Tables, charts and lists are used to organize and compare information. The information is easy to use for comparisons because it is already organized into categories. You will find tables in manuals, texts and on-line.

Tables contain a wide variety of material from metric to imperial systems of measurement, roller sizes for different curls, or uses and strengths of various chemicals.

For learning and studying purposes, you can convert information from a text into a list or table. After organizing material into a table, you can quickly recognize differences and similarities between products or techniques. You can also add information or columns to your list as you go. For example, you can take the material from Passage 2 and put it into a table such as the following:

Temporary hair colourings	
Type:	Features
colouring crayons, mascara	available in tubes applicator similar to mascara for the eyes wide variety of shades good for accent to colour in selected areas.
colouring mousses, gels, creams:	a wide variety of colours, fast and easy to apply same benefits as temporary colour rinses brighten hair or tone unpigmented hair, etc.
colouring sprays	Etc.

Table 1 below is a selection chart. Before you start, read the headings to see what features and functions are compared. Also, read the footnote to cover all the details.

Look at how Table 1 is organized and what it compares. Answer the questions that follow. Answers are at the end of this skills manual.

Table 1: Unpigmented to Pigmented Hair

Percent Unpigmented	What to Look For
10% to 30%	Mostly pigmented; difficult to see unpigmented hair as blended throughout; usually concentrated at temples and sides.
30% to 50%	More pigmented than not; may blend in with lighter hair; easy to see in dark hair.
50% to 70%	More unpigmented than pigmented; easy to see.
70% to 90%	Mostly unpigmented; usually most pigmented is at the back.
90% to 100%	Practically no pigmented; appears white.

Note: Determine the amount of unpigmented hair and where it is distributed on the head. Carefully identify natural pigmentation so you compensate for undertones in the hair correctly.

Questions:

1. The change from *more pigmented* to *more unpigmented* occurs at:
 - a) 30% to 50%
 - b) 50% to 70%
 - c) 70% to 90%
2. The change in hair from pigmented to unpigmented begins at the sides of the head.

T F

3. Pigmentation is easier to see in lighter coloured hair than darker coloured hair.

T F

Know your purpose

If your purpose is to determine the percentage of unpigmented hair, you can use look across the rows and headings in Table 2 to compare details and percentages. Someone else has made these comparisons and then listed the information. *The table is a comparison in brief*, so you can quickly find information.

Comparisons presented in a table do some of the work for you when you are selecting the most suitable tools, materials and processes. Look carefully to compare the characteristics, details and application. This enables you to make the best choice.

Build from the base up

Comparison comes in a variety of forms – some obvious and some not so obvious. However, the purpose remains the same: *to give you a base of knowledge and then to show you similarities and differences*.

PART II

WORDS THAT COMPARE AND CONTRAST

In Part II, we look at some of the words and phrases that you can use to recognize when something is being compared or contrasted. Remember, **comparison** means both similarities and differences while **contrast** means differences only.

If someone says to you, "I drive the same car as you do," you immediately know a lot about their car. You take what you know about your own car and apply that information to their car. To compare them thoroughly, though, you have to ask some questions. You might compare these types of details:

- make, model and year,
- engine size,
- colour and condition,
- number of kilometres,

Direct Comparison

It's nice when they tell you

Some words and phrases immediately signal that a comparison or a contrast is to be made. When a comparison is signaled in this way it is called a **direct comparison**.

Words such as *same*, *like*, and *all* tell you about something and compare it to something else. And, note the different ways of saying *all* such as: *whatever the type* and *regardless of the type*.

Examples:

Hydrogen peroxide at 20 volume and 6% are the same strength.

Handling electric irons and stove-heated irons involves basically the same technique.

It is considered normal for all individuals to lose anywhere from 40 to 100 hairs per day.

Like all salon tools, disinfectants must be used according to the instructions of the manufacturer.

Some comparisons show similarities, and then point out differences using words such as *some*, *many*, *most*, *different* and *unlike*. For example, if *some* snips thin hair as they cut, it means that *some others* will not.

Example:

When cutting hair to a short length, you can use three different neckline partings: normal, small and large.

Words and phrases such as *while*, *except*, *unless*, *on the other hand*, *whereas*, *instead of*, *however* set up comparison while pointing out contrast features, uses, techniques, or handling.

Examples:

Polymer colours are classified as semi-permanent; however, they are very different from older varieties in several ways.

Clients losing pigmentation often wish to colour their hair. On the other hand, some wish to enhance the white.

Brush hair as instructed except where the client's scalp is irritated or the hair will receive a chemical treatment.

Except in a few cases, hair for older clients is tinted to a similar though lighter tone than when younger.

The words *relative* or *relatively* mean compared to each other, or other items.

Example:

Some permanent applications are *relatively* simple.

When comparing information, you might have to reread the material to get all the details.

Example:

The most common hair texture you will work with is probably medium. However, texture may be different on different parts of the head.

Some comparison/ contrast words and phrases restrict you, or tell you not to do something. Words like: *only as stated: exclusively, excluded, and only*, tell you when something is allowed or permitted.

Examples:

Use these products only for the uses listed on the product label and only in the manner described. Some metals are excluded for this use because of corrosion.

Also watch also for these comparison words:

less . . . than	Semi-permanent colours do not permanently change hair structure. Therefore, they are less damaging than permanent colours.
more . . . than	The client's hair is more unpigmented than pigmented
as . . . as	This may not coat hair as well as or as evenly.
___er . . than	It is milder in its action than NaOH relaxers.
___est	These products may be the least expensive in the group.

Indirect Comparison

In some cases, a comparison is not obvious.

Example:

Experienced stylists know the advantages of tools of high quality purchased from reputable manufacturers: Most

- offer lifetime guarantees against failure
- are made from quality materials
- hold up under use
- enable them to do better work.

Although no comparison is stated here, turn the information around to discover the indirect comparison. The information indirectly implies that the *opposite* is true about poor quality tools. While you might later find other opinions, you could conclude that many poor quality tools:

- **do not** offer lifetime guarantees against failure.
- Are **not** made from quality materials,
- **do not** hold up under use,
- **do not** enable installers to do better work.

Watch for information that is not directly stated. You may have to pull out the details.

Example:

The disadvantage of temporary haircolour is that, because it is not absorbed, it must be applied after every shampoo.

Use comparison and contrast here to gather information. If temporary haircolour has this disadvantage, another *more suitable* haircolour should be available. Select the proper product to avoid problems.

Math language

In math, the concepts of *proportion*, *ratio*, *decimals* and *percentages* are forms of comparison. Each compares one amount or measurement to another. They are fundamental to mixing products, or measuring and finding safe processing times.

Examples:

Mix one part to two parts (1 : 2).

Divide hair into three equal sections to braid.

Percentages indicate strength of hydrogen peroxide.

Proportion the hairstyle to the head, to facial shape and body type.

PART III

USING TEXT AND GRAPHICS TO COMPARE

Text and graphics often work together to compare different aspects of a relationship. The text explains and gives examples while graphics list items or illustrate specific parts or procedures. When you use both sources of information, they work together to provide you with complete data on which to then base your comparison.

Passage 4 includes a graph, Figure 1. The upright line on the left (Y-axis) is numbered from 1 (the least amount) at the bottom to 10 (the greatest amount) at the top. Read the labels on the graph so you can find the points which give you the ratios of lift to deposit.

Read Passage 4 and Figure 1 below to compare the relationship between lift and deposit in achieving a desired hair colour.

Use the text and the table to answer the questions that follow. Answers are at the end of this skills manual.

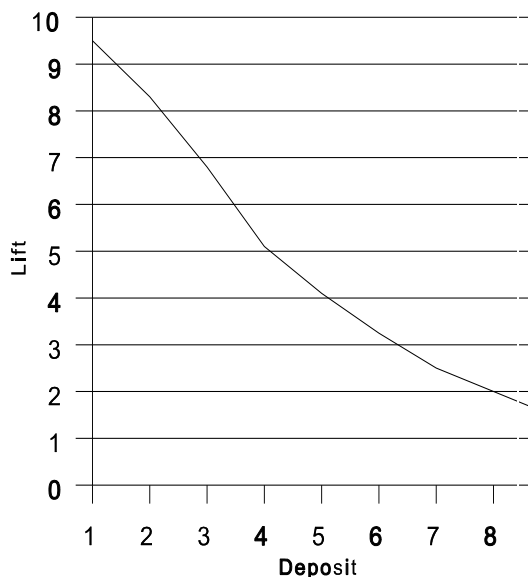
Passage 4
European Level System

The level system evaluates the lightness or darkness of a hair colour. In the European system, the colour *level* is the same as the final colour although its tone may be different. The developer determines the amount of lift* in this system:

10 volume developer provides deposit** with lift of up to 1 level. 20 volume gives enough deposit while providing up to 2 levels of lift. 30 volume provides 3 levels, while 40 volume provides 4 levels.

If a haircolour product has more lifting ability, it will have less depositing ability of the base colour. Because of this, you must remember to balance lift and deposit to achieve the result your client has specified. For example, if you use a formula with higher lifting than you require, the deposit tone may not be sufficient to reduce the warm tones of the client's natural pigment. You can influence lift and deposit by varying the volume of hydrogen peroxide that you mix with the haircolour product. Use the manufacturer's system when selecting the correct level of colour.

Figure 1: Lift Compared to Depositand



* **Lift** is the action of a haircolour product which lightens the colour of hair.

** **Deposit** refers to the ability of a colour product to add colour to the hair. Deposit = colour added.

Note: Lift and deposit are shown as a ratio. For example, 3 lift to 7 deposit or 3:7 lift /deposit ratio

Questions:

1. To increase the amount (or level) of lift, you would increase the volume of the developer.

T F

2. The relationship between lift and deposit is indirect

T F

3. Figure 1 shows that lift at 8 (approximately) has deposit ability of 2 (approximately).

T F

Text and graphics work together

When information is more complex, using both text and graphics to compare and contrast helps you *get the whole picture*. Text and graphics - diagrams, tables, charts, illustrations, photos - work together to describe and illustrate what you need to know in order to make good choices.

PART IV

MAKING CHOICES

To follow steps correctly, to double-check work or to understand a problem, you are constantly making comparisons. Think about how this works. To follow instructions, you have to compare what you are reading in a manual to what you are actually doing. Comparing what is shown in the text to the results in front of you will help you decide if you are on the right track

The list below suggests questions you might ask when you are making a decision:

- What features do these products or methods have in common?
- How do they differ?
- Is one better in certain situations than the others? Why?
- How do costs compare?
- Which is the better choice for my situation? Why?

Passage 5 compares advantages and disadvantages of temporary haircolour. **Read the passage and answer the questions that follow. Answers are at the end of this skills manual.**

Passage 5

Temporary Haircolour

Temporary colours are available in a wide range of shades and product types. Shades range from light to dark and from warm to cool. Because the colour molecule is too large to penetrate the hair shaft, the colour is formulated to remain on the hair until it is shampooed. This is a good choice for a client unsure about a longer lasting colour treatment, whose hair is not suited to stronger chemicals, or one who wishes to get rid of yellow in white or pigmented hair. It can also tone down hair that is too light.

Temporary colours coat the shaft which means the coating may not cover all the hair evenly. The coating is thin, so it may rub off the hair onto pillow slips, sheets or the collars of garments. Perspiration or moisture may cause colour to run. Colours can be added to hair, but this category of haircolour cannot lift colour. Porous hair may be stained, especially if a dark colour is used on light hair.

Questions:

1. Temporary haircolours are good choices for the following:
 - a) Clients with porous or overporous hair.
 - b) Those who wish to experiment with different shades.
 - c) Clients who wish to lighten their darker shade of hair.
2. Clients with hair which is too light or yellowish could correct this problem with a temporary colour.

T F
3. Which of the following is **not** a characteristic of temporary haircolours?
 - a) It covers hair with a thin coating.
 - b) It is removed from hair only by shampooing.
 - c) It is suited to tone down hair that is too light.

-
4. You could say that the advantages of temporary haircolours outweigh the disadvantages for most clients.

T F

A final point about how comparisons work.

When you start with good basic knowledge about something, you can understand and evaluate the details that follow. You will be ready for each new idea as it is presented. When you know how a tool or formula works, you can understand why it is designed the way it is.

Once you know how to select a roller, you are on your way to learning how to give a perm. Textbooks, manuals and supervisors assume you understand basic information as you move through the course. If you are missing basic information, then you may find you can't make effective comparisons as new ideas are presented. *Make sure your basics are sound before going on.*

And remember, a change in a routine or a product might affect the outcome. For example, you might always get 80% or more on tests. If you change the number of hours you study, or skip breakfast, your results may be different. If you compare such cause and effects over a period of time, you learn something about the relationship between behavior and outcome. This can lead you to think about how you make your choices in your learning and your job.

CONCLUSION

Information in your texts is structured so you can create a base of knowledge. From your base, you can compare and contrast different materials, tools and procedures that you have learned.

When reading technical material, look for words that compare and contrast. They can alert you to comparisons. This enables you to make sound choices as to what is most suitable for each situation

Charts and tables provide easy ways to compare and contrast because the information is organized into categories.

Principles and measurements may not change, but tools, applications, materials, equipment, conditions and seasons do. To adapt to change, compare the old with newer information. This will enable you to keep up-to-date in the small motors service trades and have happy employers and clients.

Summary

- 1. Understand how comparisons work:**
 - from the large topic to an item-by-item comparison
 - through classification
 - through tables and charts

2. **Build from a solid base.** If a comparison doesn't make sense, stop and get help before going on.
3. **Look for patterns and language that compare and contrast.** Watch for tables and passages that compare without telling you (indirect comparison).
4. **Use text (written) and diagrams together** to compare information. Use all details available to you.
5. **Change in one area results in change to another area.** Compare details to make the right adjustments to adapt to the change.
6. **Compare what you read with what you do.** It is an important technical reading tool.

Answer page

PART I Passage 1, Chemical Hair Relaxing

1. Which of the following directions would you follow when treating with a sodium hydroxide relaxer?
b) Do not shampoo and rinse hair before applying.

The first paragraph states this product requires *no pre-shampooing*; therefore you would not follow the direction to shampoo and rinse before applying this product, Answer a). For the exact application method, and for reasons why you do not shampoo, read all instructions accompanying the product.

2. Petroleum cream and petroleum jelly protect scalp and other skin areas because they melt at body temperatures and cover skin completely.

F These two petroleum products are not the same. This statement is true for petroleum *cream* but not true for petroleum *jelly*. The answer has to be false until you find out more about the reasons for the different choices.

3. Base and no base relaxers are different in the following way:
b) in the strength of the chemical reaction

This question asks you to compare two products to find differences. Paragraph 3 states that the chemical reactions of no base relaxers are the same as base formula relaxers *though they are usually milder*.

PART I Passage 2, Haircolouring

1. Products manufactured to change the colour of hair are classified according to the intensity of colour.

F In paragraph one, the passage states that: *Haircolour products are classified by their chemistry, the action on the hair and their ability to last (temporary to permanent)*.

2. *Temporary* haircolour products are designed to cause a chemical change to hair.

F Paragraph 2 states: the change to hair colour is *physical* rather than chemical

3. All temporary haircolour products will last about the same length of time.

T The category of temporary haircolour is designed to colour only until the next shampoo. All temporary haircolour products are similar in this regard although the overly porous hair may allow the colour to penetrate more than normal hair. You might assume that if

the colour penetrates more it will last longer but this difference is caused by differences in hair rather than the product.

4. Colouring mousses offer the same benefits as temporary colour rinses.

T Paragraph states that mousses belong in the classification of temporary hair colouring products so they must be similar. Further reading tells us more. Paragraph five states that they offer the same benefits as rinses.

PART I **Table 1, Unpigmented to Pigmented Hair**

1. The change to *more unpigmented* from *more pigmented* occurs at:
b) 50% to 70%

The question asks you compare **un**pigmented to pigmented hair. Find the percentages on Table 2 and read the details following each. The percentage 50% -70% tells you that something is in the majority, but make sure you read **un**pigmented to pigmented, not the other way around.

2. The change in hair from pigmented to unpigmented begins at the sides of the head.

T The answer is in the second column in the 10% to 30% category *...usually concentrated at the temples and sides.*

3. Pigmentation is easier to see in lighter coloured hair than darker coloured hair.

F The second row in column two states that unpigmented hair may blend in with lighter hair; therefore it may be difficult to see. On the other hand, it is easy to see in dark hair.

PART III **Passage 4, European Level System, Figure 1: Lift compared to Deposit,**

1. To increase the amount (or level) of lift, you would increase the volume of the developer.

T Compare the volume of developer to the level of lift: paragraph two states that: 10 volume developer offers lift of (up to) 1 level. 20 volume offers up to 2 levels, 30 volume up to 3 levels and so on. Thus the increase in developer volume relates to an increase in lift levels.

2. The relationship between lift and deposit is indirect

T Paragraph two states if *haircolour ...has more lifting ability, it will have less depositing ability* This describes an indirect relationship: as one thing increases, the other decreases.

3. Figure 1 shows that lift at 8 (approximately) has deposit ability of 2 (approximately).
T Look at Figure 1 to see this. Find 8 on the left or Y-axis (this shows lift) and follow the line across until it crosses or intersects with the line coming up from 2 on the bottom or X-axis showing deposit. This gives an approximate ratio of 8 lift to 2 deposit (8:2).

PART IV Passage 5, Temporary Haircolour

1. Temporary haircolours are good choices for the following:
b) Those who wish to experiment with different shades.

Paragraph one states that: is a good choice for a client unsure about a longer lasting colour treatment.

2. Clients with hair which is too light or yellowish could correct this problem with a temporary colour.

T The last two sentences of Paragraph 1 mention toning down hair that is too light or yellowish. These are listed as two reasons for choosing temporary haircolouring products.

3. Which of the following is **not** a characteristic of temporary haircolours?
b) It is removed from hair only by shampooing.

This is a bit tricky. The first paragraph states, *Colour is formulated to remain on the hair until it is shampooed.* This category of haircolour is designed to remain until shampooed. However, the second paragraph states, *the coating ... may rub off ... onto pillow slips, sheets or collars of garments.* For this reason, choose Answer b) because it states shampooing is **not** the **only** way to remove colour. Both answers a) and c) are true – in other words, this category coats thinly and is suitable for a client who wants to tone down too light hair.

4. You could say that the advantages of temporary haircolours outweigh the disadvantages for most clients.

F This question asks you to compare advantages to the disadvantages. After you have compared, you need to evaluate or assess this information. Before coming to any conclusion about the product, you need to evaluate or assess each client's hair condition, colour and wishes. Because each choice should reflect the client's requests and needs, decide on advantages or disadvantages for each situation, not for *most clients*.