

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

**COMMUNICATIONS SKILLS
SYNTHESIS OF INFORMATION**

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

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

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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

SYNTHESIS OF INFORMATION

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

INTRODUCTION

When you combine pigments, the result is a new colour. Each pigment is essential to create the new colour, but the result is different from each. A combination of things like this is called a *synthesis*.

Synthesis of information means combining pieces of information to arrive at an integrated whole. If you manage to synthesize all the complex parts of an assignment, you end up with a successfully completed project. In your training and in your work, you read texts, manuals, guides and handbooks to find out how and why you do things in specific ways. You learn skills and techniques working on the job. You *synthesize* all this information to see how it fits into the bigger picture – how it applies to the small motors service trades. By *synthesizing* your information, you get results you wouldn't get from one source alone.

Practical applications of *synthesis of information* range from writing clear and concise contract proposals, work orders and accident reports - to selecting and applying information from texts, manuals, guides, schematic drawings and handbooks to find out how and why you do things in specific ways. You have to bring different types of information together to carry out a chemical process or to outline the steps for replacing weave. When you are in charge of a project, you have to bring together information, people and materials. It is your job to synthesize all of these different parts of the task.

In this skill sheet, we look at the following aspects of *synthesizing information*:

- ◆ Order of Synthesis
- ◆ Combining Information
- ◆ Using Synthesis

PART I

ORDER OF SYNTHESIS

In Part I, we look at the *order* and *language* of synthesis.

Where do I Start?

Often a good place to start your quest for information is to ask questions.

Example: When you learn about the sources of bacterial infection. You might want to know what bacterial infections might affect you or your clients. You might want to know

what similarities and differences there are among the common ones, how to tell the difference between a bacterial and a fungal infection. Once you have figured out what questions should be asked, the next step is to begin answering those questions.

To answer these questions, you have to find and collect information from sources such as texts, tables, trade manuals, codebooks, teachers, and supervisors. Next, you have to organize all this material so it is available and useful. You synthesize it and you have a new understanding of which materials to choose in which circumstances.

1. Gathering Knowledge

When you begin to study your trade, you will probably learn information in the pattern set by instructors and your texts and manuals. Information is usually presented in a logical order. Texts and manuals start with general ideas and go on to more specific details and procedures. You proceed through the classes and texts systematically to cover all the relevant material.

Example: When you learn about nails and nail care, you probably learn in the order set up in your textbook. You would read about the structure of the nail, in Unit 2, turn to Unit 5 when the text tells you to and then to Unit 9. The text tells you when to go to the different sections, chapters, tables or figures. Your instructor may add handouts or recommend a certain book for more information about a topic. Finally, you might go to a trade manual or a product information package,

You learn this material by:

- reading,
- making notes,
- listening to your teachers and other students,
- discussing ideas
- answering questions.

You will use a number of strategies to help you learn and to organize the information so that you remember it and can use what you already know when you come across a new idea. You will gather pieces of knowledge about all the aspects of your trade. You will learn:

- facts
- theories, and
- practice.

2. Combining Knowledge

You will combine this information in several ways. In some instances, you add to information in the same order as it is presented in a textbook or other resource. In the same way you that you reassemble a piece of equipment you are repairing, you combine the pieces systematically, to get the complete picture.

Your job will be to put all of that information together, you will start to synthesize it. You will:

- compare ideas,
- classify products and procedures according to how similar and different they are,

- evaluate the relevance and usefulness of a material,
- summarize the information, and
- draw conclusions from what you have found.

These strategies will help you organize and remember what you are learning. Each thing you learn will fit into the whole body of knowledge about your trade.

Example: You are learning about using chemicals used in hair treatments.

When you understand the grade and classification of one type of material, you can relate it to a system of grading a different material.

- You can compare the way each material is used and understand why.
- You can learn what you found out about grading systems to more easily learn about a third and then a fourth kind of grading system.

Each new piece of information adds to your knowledge. Just as importantly, it may change your understanding of a situation.

3. Using Knowledge

Once you have foundational knowledge, you will be asked to complete assignments or projects in the shop that require you to use a synthesis of that information. You will have to figure out what procedures or tools to use to complete a task. You will have to plan the order. To do these things you will:

- think through what you already know about the subject,
- perhaps get more information to find solutions to problems
- ◆ talk to people who can help you clarify anything you are unsure about,
- ◆ set priorities and,
- ◆ finally, combine all this information to suit the situation.

Example: You use synthesis of information to help organize an assignment. Some steps you might take include:

1. Decide on what the job involves. It could be to select a tool, solve a colour problem, or understand a computer process.
2. Make a list of materials required and estimated costs.
3. Find and collect information from various sources: texts, manuals, charts, experts, sales people and your own experience.
4. Organize and compare this information to bring all the steps together.

Synthesizing information so that it is useful is a lifelong task. It requires relevant background information, and an ability to observe and learn from your experience. As you try out new ideas and procedures, you rate how they work in different situations. Gradually you build up a storehouse of ideas you know are good. You can pick which technique to use in which situation. You get to know who is a good resource to talk to for answers. Now you can synthesize all your sources of information to get a complete picture.

After you have gathered and then combined the pieces of information, you should be ready to answer some questions about the topic. You will be tested on how well you have synthesized all this material through answering chapter questions, handing in assignments and writing tests.

Example: You have been learning about identifying hair conditions and have been given some questions to answer:

1. How do you identify normal hair?
2. What is the difference between normal, dry and oily hair?
3. What do you need to know about each type when shampooing or cutting hair?

The first question is a “What is it?” question.

Then you are asked for a way to compare two things.

The last question asks about specific reactions to salon treatments

Note: You could answer questions like these on any subject.

4. Applying Knowledge

At some point you will take all of this information and apply it to a project, or a job. You will have to collect and organize information, not as it is set out in a text or in your training program, but *as you need it for that project*.

Each new piece of information adds to your knowledge. As your experience grows, you are able to deal with more difficult situations as you meet them. You accumulate knowledge and you acquire the *skills* of the trade. This process does not stop. You will update and upgrade both knowledge and skills throughout your career.

Tables

A table is a synthesis of information. Someone has gathered details about the topic and organized them so you find information quickly. The headings tell you the topic and the information is in clear, brief format. It is usually easy to find details in the table format.

Table 1 lets you easily compare the relative activities of metals. **Passage 1** which follows is an explanation that is related to Table 1. The table is a summary. It is a synthesis of information.

Someone has gathered details on one topic and organized them so you can find common problems, compare performance, uses and care of a tool. The headings tell you the topic and the information is in clear, brief format.

Read both Table 1 and Passage 1 carefully. Synthesize the information in the text and the table to understand why the activity of metals is important to your trade. **Answer the questions which follow. The answers are at the end of this skills manual.**

Passage 1
Galvanic Corrosion

When two dissimilar metals are in contact with each other, *galvanic corrosion* occurs. The metal which is more chemically active will corrode. See Table 1. For example, zinc will corrode, cover, and thus protect, steel.

TABLE 1: Relative Activity of Metal

Magnesium	Most Active
Aluminum	▲
Zinc	
Chromium	
Iron	
Nickel	
Lead	▼
Copper	Least Active

With other metals, galvanic corrosion can cause problems. For example, the coatings on galvanized steel and tin plate are corrosion resistant. For some situations only the products which combine the needed strength and rust resistance are recommended.

Questions:

1. According to Passage 1 and Table 1, aluminum is more chemically active than nickel.

T F

2. If iron and nickel are in contact with each other, the nickel will corrode.

T F

3. Galvanic corrosion may cause problems even when dissimilar metals are in the *least chemically active* range.

T F

Add information

The passage and table above offer information about how metals can affect each other when they are in contact with each other, but you may wonder why it matters.

Then, when you are learning about disinfectants in the salon, you read this:

These newer products are very effective in disinfecting implements. Most require only 10 to 15 minutes. Some tools may be damaged if left too long. Some fine steels may be damaged by these products over a period of time. Corrosion can be avoided if implements are separated from each other during disinfecting.

Combine this information with Table 1 and Passage 1 for a better understanding of how and why understanding about corrosion is important to a hairstylist.

If you do not understand how chemicals can affect salon implements there could be a problem: implements could be damaged. To prevent this problem, you need to follow more than one set of instructions: the manufacturer's instructions for the disinfecting solution and the manufacturer's guides for *each implement*, so you know how each must be

- handled,
- disinfected,
- oiled,
- stored

Sometimes essential directions for safe use are included as a footnote. A footnote is a note, usually in small print, found at the bottom of a page, table or set of instructions. It is your job to find, read and use the information, in footnotes;

The table is a summary, so it does have limitations. Because information in tables is usually brief, a table may send you to other sources for further details. If you don't know how to do something or don't understand it, you will have to consult another manual or guide, or talk to an expert.

Taking your own notes

Just as you would gather all of the tools necessary to do a particular job, you also need to gather all of the information required to do the job, and then apply it correctly. It is a challenge to your note-taking and organization skills to gather information and then find it when you need it.

Some information will be essential for *every job* you do, but *it may not be repeated*.

Example: You find this instruction about safety procedures.

Find updated health and safety procedures in Section IV. Refer to these procedures when ...

You would have to find out what is in Section IV. *More importantly*, you have to apply the safety procedures.

Trades people use different methods to organize and file information under a topic. You might photocopy or write out the details and keep them in a notebook that is always with you on a job. You might use a sticky note (with words like *hair relaxers/ safety*) to mark the pages. You might examine this section before each job to prepare yourself. Whatever method you use, make sure you keep your information nearby.

Problems?

Do not be discouraged by problems. When you have problems with a tool, a technique or a choice you've made in a product, use it as an opportunity to learn more about your trade. Search for more information to find the reasons for the problem and the solutions to it.

Synthesized information contributes to your overall knowledge and skills. You will know *why* it is essential to follow correct maintenance for tools or to use the right product when you understand *how* one thing relates to another. When you understand how your knowledge and skills relate to a finished product, you will understand why it is essential to use the right measuring tools. You will understand why the correct guides and tables are essential to getting you the right result.

In developing this knowledge, you will often search for answers from several sources sifting through one piece of information after another to compare and evaluate it. Synthesizing this information will help you do your job.

PART II ***COMBINING INFORMATION***

In this section, we'll ask you to combine details from **Passages 2**, and **3** about shampoos and conditioners. Combine the two to understand each and to answer the questions which follow. **The answers are at the end of this skills manual.**

Passage 2 **Conditioning Shampoos**

Conditioning agents found in most shampoos and conditioners used by professionals help remove tangles and matting in chemically treated hair without breaking it. Conditioning agents are also designed to make hair shiny, more lustrous and more manageable. Hair should be washed when scalp and hair become soiled. Usually oily hair is washed more frequently than normal or dry hair.

Professional cosmetologists need to know the chemical composition of products. They need to know the client's desired result, the chemical structure of hair and how to analyze the condition of the client's hair. They must know their products to choose the formulation with the right chemical composition for each type of hair and for each service.

Passage 3 **Conditioners**

Conditioners or cream rinses are used after shampooing. These products coat the hair shaft with a temporary coating which smoothes it. They are designed to make hair softer, more lustrous and easier to comb through. This may lead users to believe their hair is healthy when it is not.

When conditioners or cream rinses are used after every shampoo, the coating can build up on the hair shaft making it heavy and oily. The user may respond to this build up by shampooing more frequently to get rid of the oiliness. However, if hair is shampooed daily, it can further damage dry or fragile hair.

Questions:

1. You would advise a client with oily and damaged hair to do the following:
 - a) Stop washing hair and conditioning it so frequently.
 - b) Use a shampoo with conditioning agents.
 - c) Use cream rinses after every shampoo.

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2. A salon shampoo with conditioner will give your client the desired results of hair which is lustrous and easy to comb through.

T F

3. If hair appears lustrous and shiny, a client can conclude this about their hair:
 - a) Their hair is healthy.
 - b) They are using the right type of conditioner.
 - c) Both a) and b).
 - d) Neither a) nor b).

The information in each passage will combine to give an explanation of how shampoos and conditioners work and problems that may arise through their use.

There are still questions you might want answered as to how the concept applies to your work. You might want to know:

1. For a client with chemically treated hair, Cosmetologist A chooses a conditioning treatment while Cosmetologist B chooses a shampoo/conditioner designed for chemically treated hair. Who is right? Why?
2. What do you do if the identified cause and the identified solution **don't** solve a problem?

These questions will send you on an information search. You will need to find and combine new details about this topic. The point is that you need good information before you can synthesize the details into a complete picture. You need the whole picture – a synthesis – before you can plan and then successfully complete a project.

***Note:** Use the index and table of contents when looking for information in your textbook and service manuals. It will save you time.*

Because it's important to completely understand each situation you meet, you need the information which will give you these answers. You need to add the right information so you answer questions correctly. You can't form an opinion or understand why one product is better than another until you understand the factors which affect performance.

You can see that the addition of information can move you from theory about hair to practical applications. When you understand the theory, you understand *why* and *how* something can be damaged. When you see the relationship between what you do and how it affects the hair the effects on metal parts, you will understand the practical application of the theory.

Keep an open mind

When you read several sources or different passages, you may get reasons or explanations that differ from each other. Keep an open mind. Often new details force you to rethink what you know. If what you read conflicts with what you have already learned, look at it positively.

Maybe you are being offered information you hadn't considered before or that is more up to date.

Check other reliable sources and continue to learn. Use all sources available to find the right guides, to understand equipment, safety, the science of your trade, and to find causes of problems. As you add information from a variety of sources and combine this with your experience, your understanding of the whole picture will continue to grow.

You do have to decide eventually what information to use in order to get started. If you understand *how* something works, you can understand *how* it will affect a result. When you see the relationship between what you do and the result you get, you will understand how to proceed. When you combine all the details and guides at hand, you can get on with the job.

Fact or opinion

Synthesis will help you deal with information that isn't directly stated. Sometimes, you get a sense of a writer's attitude – whether he or she has a dislike for a certain method or a preference for a particular tool. You may pick up from a co-worker that a certain way of doing something is the best. Another worker might suggest that the same procedure is not so important.

Here you will need to bring together all your information to make your own evaluation. It is a good habit to ask the question "why" a lot. First, you will find out why something is done a certain way. Second, you can give clear explanations to clients so they understand what you are doing and what they are paying for.

It's important to know the source of any information and be aware of the differences between trade tips that may not be backed up by reliable data and advice that is backed up by facts. An up-to-date, approved trade text, an expert in the field, and a manufacturer's guide are examples of reliable sources. Check your sources routinely to see that they are dependable and current. Check with trade experts to ensure that your trade approves any Internet source.

You do all this information searching and source checking so that you have reliable material to gather into a synthesis. Before you combine details into a comprehensive picture, you need to be sure that you can count on their validity. Then you can use the synthesis as a base from which you make your decisions about the different aspects of your work.

PART III

USING SYNTHESIS

Setting priorities

A priority is something that is first in importance. When you *set a priority*, you decide on the importance of something by comparing it to something else. You also decide on the sequence in which different steps are ordered. Rating or setting priorities is important on the job.

Synthesizing information helps you do this successfully. When you prioritize, you answer questions such as the following:

- ◆ In what order should I plan the steps of the job?
- ◆ What needs to be done first?
- ◆ What safety and code issues should I be aware of before I start?
- ◆ Which client's needs are most pressing?
- ◆ What time commitments have I made to clients?

Safety first

A caution or warning indicates the information is essential to your safety on the job, so find out about it before you proceed. It sets the first priority in your planning for a project.

Examples:

Warning: If suppliers or employers do not supply details on ingredients, health effects, handling or other aspects of this and other hazardous products call the Safety Association of Ontario at 1-800-555 1212.

Caution! Do not pour near open flame or combustible materials.

You need *all* the details and directions, and you need to get them from the correct source so you are safe on the job. Track directions that send you to a different source. It is important to completely understand them as they will apply in other situations.

Find out all you can, so you understand the caution fully and can apply it properly in all situations.

Example:

Select the correct strength of product from the selection guide. If the guide is unavailable, contact the manufacturer.

In this situation:

- Find and read the appropriate selection guide.
- Make a phone call to the manufacturer.
- Apply the right information to this job and subsequent jobs.

A direction may also suggest a variety of results and how to avoid them:

Example:

These newer products are very effective in disinfecting implements. Most require only 10 to 15 minutes. Some tools may be damaged if left too long. Some fine steels may be damaged by these products over a period of time. Corrosion can be avoided if implements are separated from each other during disinfecting.

You will be referred to safety details.

Example:

The use of this heat appliance must comply with the Canadian Electrical Code Part XX, Section YY. Follow the procedures exactly as listed.

It is your job to find the code read it and apply the information **before** you use it, or any other tool of this type.

Pay attention to directions that send you somewhere else - to a different chapter or source. The information in a warning will be essential to the operation you are performing right now, so follow up before you proceed. Just as you gather all the correct materials and equipment to do a job, gather all the required information and apply it correctly.

Set priorities for the tasks

You set priorities when you plan your work. If you are booking clients, which one comes first? If clients have flexible schedules, you may prefer to do colours and perms in the morning and cutting late in the day. Other factors also play a part. Before you draw a conclusion about a task, collect all of the information. Examine the information detail-by-detail. Consider this the sorting stage.

Example: Maybe you can squeeze in a client with an emergency between perms.

To set priorities, you need to examine the consequences and understand the reasons for what you do. You gain this understanding by synthesizing the information available to you. Start by making an assessment: Which is more important to you and your customer, appearance or cost? What is most important to the success of this job? Are there problems or unusual situations to watch for?

Set priorities for the details

As you assess and arrange these collected facts in priority, you may reach a new synthesis. This may lead to new predictions or conclusions about the difficulty or success of this job.

Example: You need new shears. You need to understand if the type of steel is the most important quality in shears. Or is it the way you handle them? Or are both equally important? You ask questions read to understand and compare types. You read this in a trade manual:

Good quality in a haircut depends on superior quality tools from a reliable manufacturer. Even the best implements will be ruined by wrong use and care.

This answers the question. Good cuts depend on good shears but proper use and care is a *priority*. Now you can know that you probably should look for the best quality you can afford *and* you will have to treat them with care.

As new questions pop up during your research, you may have to go to other sources to answer them.

Problem areas

Suppose you need information about problems with overly dry, fragile hair. Find information from your texts, manuals and your own experience. Add notes from more experienced workers and then organize what you've read. You can guide yourself with a series of questions:

- What are the general causes of this condition?
- What are the common problems with this condition?
- What other problems should I look for?

Then go on:

1. Find details about the problem.
2. Put the details into groups or categories.
3. Compare the details to the problem.
4. Bring the information together to find solutions to the problem.

You can usually determine the priority *before* starting your search. For example, codes, safety and industry standards are essential, but how important is cost? Is it also a priority? As new questions arise during your research, you may have to go to other sources to answer the questions or retrace your steps through the same material. Whichever you do, make sure you understand everything thoroughly so you can meet *all* the conditions of the job?

You can generally apply this approach when considering the solutions to problems. Asking questions is part of the method used to decide which information has priority when you approach any job. Remember that it is up to you to apply what you know. Be prepared to change what you do if necessary.

Experience, reading course material and talking to others will continually add to your knowledge. As you synthesize this information, you start to see how all the pieces of information fit into a larger picture.

Evaluating the information

Sometimes you have to read carefully and then decide whether the information is clear to you, or whether it is useful to you.

Example:

Consider this disadvantage if you choose liquid peroxide over cream. Haircolouring and lightening products tend to dry out faster. Therefore, the conditioning agents may not be present.

Does this mean you should use cream peroxide over liquid? To answer this, you need to talk to other experts and compare products. If you read on, you will see this:

The two types of peroxide are different. One is not better than the other. The haircolourist must read carefully, make a selection and follow the manufacturer's recommendations.

Is it clear? Is it useful? What does this mean for you? Does the choice depend on a colourist's skill or experience? Should you decide on one technique, experiment with both,

ask an experienced colourist for more advice, or all of the above? You need to evaluate this information to decide how to proceed.

Sometimes information leaves is no room for questions.

Example:

Under no circumstances should you perform hair processing for clients with the following conditions: scalp abrasion or injury, contagious scalp condition or chemically treated hair.

Some information may make you want to review what you already know. You may also need to check a manual and get a professional's opinion.

Example:

Carelessness in applying solution ruins many perms. Care should be exercised to apply it evenly and to avoid contact with metal implements.

What does "carelessness" mean exactly? Are there types of "carelessness" that ruin work? Does it apply only to uneven application? What are the consequences of contact with metal implements?

It is clear in the example that a perm that meets a standard is possible with the right care. However, you need to understand what the words mean. How do you know if you have the required skill and care? You need to develop the skill and care to meet or exceed the standard.

Be very sure you recognize when information does not offer you choices.

Example:

Never, under any circumstances use shears except as a cutting tool. The shears will easily be nicked, marred and damaged.

Be sure you recognize *warnings*, *cautions*, health and safety directions that are matters of fact and governed by codes. These are areas and issues where you have no choice.

Passage 4 below offers advice, advantages and recommendations about a type of lighting. Consider your workplace needs, and then read Passage 5 to compare the advice as it applies to your role as a colourist.

Passage 4
Lighting

Fluorescent lamps are more efficient than incandescent bulbs in converting electrical energy to light and should be used wherever possible. They produce three to four times as much light for the same energy rating as an incandescent; they also last twice as long.

In utility areas and workshops, the Standard Cool White lamp is recommended. For living areas, the more attractive Warm White lamp is preferred ...

Passage 5 Lighting

The haircolourist needs the right mix of lighting to assess the client's natural hair colour. Bright lights, different types, intensities of electric lights, and room colour affect the appearance of hair colour.

Colour assessment should be carried out with natural lighting. If electric light is necessary, use incandescent light in front of the client (around the mirror) and fluorescent lighting behind (on the ceiling). Incandescent light on its own warms up hair and skin tones while fluorescent cools skin and hair. Either way, you are not getting the true colour. The best is a mix of full-spectrum white fluorescent tubes or incandescent track lighting added to the fluorescent tubes.

These passages advise you to consider the advantages and disadvantages of types of lighting. As you read Passage 5 you realize that the advantage of energy savings may be offset by the disadvantage in assessing colour and skin. Accurate assessment of hair and skin is the basis for choice of colour and product for your client.

These passages demonstrate the need to consider a number of possible factors *before* making choices. The passage reminds you of why it is wise to assess before you take on a job or *before* you design your salon lighting.

CONCLUSION

Synthesis of information involves combining different pieces of information to compare and evaluate information, to set priorities or to solve problems. Your ultimate purpose is to produce the best results on the job.

Summary

1. **Ask questions** directly related to the assignment or job.
2. **Research and collect information from all sources.** Note and follow any directions that tell you to look somewhere else for information.
3. **Organize, compare, prioritize, and evaluate information** in relation to the questions you need to answer.
4. **Find answers to all questions** and be prepared to review your steps to answer new questions that arise.
5. **Notice the difference between fact and opinion** when searching for answers.
6. **Combine information from several sources** to provide answers or instructions that you would not find using one source only.

ANSWER PAGE

PART I **Passage 1, Galvanic Corrosion**
Table 1, Relative Activity of Metal

1. According to Table 1 and Passage 1, aluminum is more chemically active than nickel.

T Find each metal on Table 1 and compare its position to the others. The metals at the top are in the most active range. Aluminum is higher on the table than nickel so the answer is true

2. If iron and nickel are in contact with each other, the nickel will corrode.

F “The metal which is more chemically active will corrode.” The more active metal in the table is iron. The nickel, therefore, would not corrode.

3. Galvanic corrosion may cause problems even when dissimilar metals are in the *least chemically active* area.

T The first sentence states that, *if dissimilar metals are in contact ... galvanic corrosion occurs*. This can lead to problems. The passage does not explain the specific problems to expect.

PART II **Passage 2, Conditioning Shampoos**
Passage 3, Conditioners

1. You would advise a client with oily and damaged hair to do the following:

a) Stop washing hair and conditioning it so frequently.

Passage 2 states that oily hair is usually washed more, but Passage 2, paragraph two, states that a user who shampoos and rinses with a cream conditioner daily can be adding to a problem. The explanation is this: Conditioner builds up and coats the hair making it oily. Daily washing to get rid of the oiliness can add to hair damage which then requires more conditioning. This creates oiliness and requires more washing, and so it goes. It's not clear from either Passage 2 or 3 if Answer b) would solve the problem. Answer c) would contribute to the problem.

2. A salon shampoo with conditioner will give your client the desired result of hair which is lustrous and easy to comb through.

F You should be able to find a treatment to produce this *desired result* for your client, but a shampoo with conditioner may not do it. Paragraph two in Passage 3 states that conditioners can cause a problem with build up and causing an *oily* appearance, not a desired result. A client may need a different treatment to get the desired result above.

3. If hair appears lustrous and shiny, a client can conclude this about their hair:

d) Neither a) nor b).

The correct conclusion here is d) because a client may not have the knowledge to understand the relationship between the correct product, the condition of the hair and its appearance. This relationship is described in Passage 1. Furthermore, Passage 2 suggests that the appearance of more lustre can lead clients to a false conclusion about the health of their hair. A cosmetologist could analyze the hair to come to the correct conclusion about its health.