

Metropolitan Police Mnemonics Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. In the ROAST mnemonic used at arrests, which is the fourth element?**
 - A. Reason for arrest**
 - B. Offence**
 - C. Allegation**
 - D. Summary of evidence**

- 2. CHAP includes which of the following offences?**
 - A. Criminal Damage**
 - B. Fraud**
 - C. Burglary**
 - D. Homicide**

- 3. In SAD CHALETS, which step corresponds to Dissemination?**
 - A. Survey the Area**
 - B. Access the Area**
 - C. Disseminate the Area**
 - D. Hazards**

- 4. Which legislation defines the offence of making off without payment?**
 - A. The Theft Act 1978, section 3**
 - B. Public Order Act 1986, section 4**
 - C. Police Act 1996, section 89(2)**
 - D. Criminal Damage Act 1971, section 1**

- 5. Burglary s.9(1)(b) involves which action?**
 - A. Having entered any building or part of it as a trespasser he steals or attempts to steal anything in the building or that part of it, or inflicts or attempts to inflict on any person therein any grievous bodily harm.**
 - B. Entering a building with the owner's consent**
 - C. Damaging a window without entering**
 - D. Being outside the building**

- 6. Under the Firearms Act 1968, section 47, the power to search for firearms is exercisable in which setting?**
- A. In a police station only**
 - B. In a public place**
 - C. In any building with a warrant**
 - D. On private property with consent**
- 7. Which statement best describes a Critical Incident - Hate crime?**
- A. Any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family or community**
 - B. Any incident involving property damage caused during a dispute**
 - C. Any non-criminal complaint about noise**
 - D. Any incident reported to the police within 24 hours**
- 8. What does the acronym MERLIN stand for in police operations?**
- A. Missing persons Enquiries and Related Linked Indices**
 - B. Missing Environmental Records Linked Investigations Network**
 - C. Monitoring Events and Related Linked Investigations Network**
 - D. Multi-Element Response to Lost Individuals Network**
- 9. In police terminology, what does the acronym RAVE stand for?**
- A. Resistance, Aggression, Violence, Escape**
 - B. Readiness, Action, Verification, Evaluation**
 - C. Regulation, Aggression, Violence, Evacuation**
 - D. Response, Activity, Vigilance, Engagement**
- 10. In the JAILHOP mnemonic, which component corresponds to preventing further offences?**
- A. Justice**
 - B. Appear (Not go to court)**
 - C. Investigation (Prevent offences being)**
 - D. Offences (Prevent further offences)**

Answers

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1. D
2. A
3. C
4. A
5. A
6. B
7. A
8. A
9. A
10. D

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Explanations

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1. In the ROAST mnemonic used at arrests, which is the fourth element?

- A. Reason for arrest**
- B. Offence**
- C. Allegation**
- D. Summary of evidence**

ROAST helps officers record an arrest in a clear, ordered way. The fourth element is the Summary of evidence. This part pulls together the material that supports the arrest and the allegations—things like witness statements, CCTV footage, recovered items, and any forensic results. The earlier elements lay out the context: the reason for arrest explains why detention is needed, the offence names the crime being alleged, and the allegation adds the specific details of the conduct. The summary of evidence then provides a concise recap of what exists to justify the arrest and informs subsequent steps, such as charging or continuing the investigation.

2. CHAP includes which of the following offences?

- A. Criminal Damage**
- B. Fraud**
- C. Burglary**
- D. Homicide**

CHAP is a mnemonic used to group a specific set of offences for quick recall in this training context. In this set, Criminal Damage is the offence included under CHAP, which is why it's the correct choice. The other offences—Fraud, Burglary, and Homicide—belong to different categories or groupings and aren't part of the CHAP set described in this question. Criminal Damage covers acts that damage or destroy property belonging to another, whether done intentionally or recklessly; recognizing that function helps you see why this offence fits CHAP in this item.

3. In SAD CHALETS, which step corresponds to Dissemination?

- A. Survey the Area**
- B. Access the Area**
- C. Disseminate the Area**
- D. Hazards**

Dissemination is about sharing the information you've gathered with the right people so the team can coordinate effectively. In the SAD CHALETS sequence, the step that corresponds to Dissemination is the one where you pass on the details you've found—such as the layout, entry points, positions, hazards, and the plan of action—to teammates and control. This ensures everyone has the same situational picture and can act in a coordinated way. The other steps are about gathering information or entering the area, or identifying hazards themselves, but they don't capture the act of communicating that information to the team as clearly as the dissemination step.

4. Which legislation defines the offence of making off without payment?

- A. The Theft Act 1978, section 3**
- B. Public Order Act 1986, section 4**
- C. Police Act 1996, section 89(2)**
- D. Criminal Damage Act 1971, section 1**

The situation tests knowledge of when someone can be charged with making off without payment. This offence is defined by the Theft Act 1978, section 3. It applies when a person is supplied with goods or services and payment is required on the spot, and that person then departs without paying, without a reasonable excuse, with the intention to avoid payment. In other words, leaving the premises after receiving something of value and intending not to settle the bill constitutes the offence. The other statutes cover different areas—public order, policing, or criminal damage—and do not involve leaving a place without paying for goods or services, so they don't define this particular offence.

5. Burglary s.9(1)(b) involves which action?

- A. Having entered any building or part of it as a trespasser he steals or attempts to steal anything in the building or that part of it, or inflicts or attempts to inflict on any person therein any grievous bodily harm.**
- B. Entering a building with the owner's consent**
- C. Damaging a window without entering**
- D. Being outside the building**

Burglary under section 9 involves someone entering a building as a trespasser and then carrying out or intending to carry out an offence inside. The most common form—captured in the described option—is entering as a trespasser and stealing or attempting to steal something in the building, or inflicting or attempting to inflict grievous bodily harm on someone inside. That pattern is the classic burglary scenario: the trespass entry paired with either theft or GBH inside the building (the first branch of the statute). The other branch of the law covers entering as a trespasser with the intent to commit any offence inside the building other than theft or GBH, which would be described differently in a test item. The other choices don't fit burglary: entering with the owner's consent isn't trespass, damaging a window without entering isn't burglary, and being outside the building isn't the act of burglary itself. So the option shown reflects the typical burglary scenario of trespass entry plus theft or GBH inside.

6. Under the Firearms Act 1968, section 47, the power to search for firearms is exercisable in which setting?

- A. In a police station only**
- B. In a public place**
- C. In any building with a warrant**
- D. On private property with consent**

The setting covered by this power is public places. The idea is to empower officers to act quickly in locations where people gather and firearms could pose an immediate danger, without being tied to a particular building or needing a warrant first. This isn't limited to a police station, and it isn't about entering private property with a warrant; private property generally falls under other rules, such as warrants or consent, for searches. So, in practice, the ability to search for firearms is designed for public spaces to allow rapid intervention and risk reduction.

7. Which statement best describes a Critical Incident - Hate crime?

- A. Any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family or community**
- B. Any incident involving property damage caused during a dispute**
- C. Any non-criminal complaint about noise**
- D. Any incident reported to the police within 24 hours**

A critical incident in this context centers on how the police response could affect trust and confidence in policing among the victim, their family, or the wider community. When a hate crime occurs, the impact isn't just about the act itself; it's also about whether people feel the police will respond effectively, treat the victim with respect, and protect the community from further harm. If the police response is likely to significantly influence that trust, the incident is considered critical because it can shape overall public confidence and the willingness of people to engage with law enforcement. The other scenarios don't inherently hinge on this trust impact. Property damage during a dispute can often be resolved as a routine matter; a noise complaint is a non-criminal issue in many cases; and simply being reported within a certain time frame doesn't determine whether an incident is critical.

8. What does the acronym MERLIN stand for in police operations?

- A. Missing persons Enquiries and Related Linked Indices**
- B. Missing Environmental Records Linked Investigations Network**
- C. Monitoring Events and Related Linked Investigations Network**
- D. Multi-Element Response to Lost Individuals Network**

The main idea here is that police acronyms like MERLIN describe a data-sharing and cross-referencing system used in investigations. The expansion means Missing persons Enquiries and Related Linked Indices. This emphasizes two things: handling enquiries about people who are missing, and linking those enquiries to other related data points through indices so investigators can see connections across cases. That linked-index concept is what makes the system powerful – it turns separate pieces of information into a connected picture that can reveal patterns or leads investigators might miss if they treated each case in isolation. Other phrasings would drift away from that focus. For example, terms about environmental records, monitoring events, or a broad multi-element response don't specifically capture the idea of missing-person enquiries being connected through related data indices, which is the core function of MERLIN as used in police operations.

9. In police terminology, what does the acronym RAVE stand for?

- A. Resistance, Aggression, Violence, Escape**
- B. Readiness, Action, Verification, Evaluation**
- C. Regulation, Aggression, Violence, Evacuation**
- D. Response, Activity, Vigilance, Engagement**

RAVE describes escalating threat by labeling four successive levels of a suspect's behavior: Resistance, Aggression, Violence, Escape. In training, officers watch for these cues to judge risk and pick a proportionate response that keeps everyone safe. Resistance covers non-compliant or stubborn behavior, aggression signals hostile intent, violence denotes actual harm or imminent danger, and escape refers to the person trying to flee, which may trigger containment or pursuit measures. This pattern helps a responder decide when to de-escalate, when to apply control techniques, and when a more forceful intervention becomes necessary. The other option groups mix terms that don't match the established vocabulary for this escalation framework, so they don't align with how this mnemonic is used in practice.

10. In the JAILHOP mnemonic, which component corresponds to preventing further offences?

- A. Justice**
- B. Appear (Not go to court)**
- C. Investigation (Prevent offences being)**
- D. Offences (Prevent further offences)**

This question tests which part of the JAILHOP mnemonic is tied to stopping more crimes. The element labeled Offences is the one that directly embodies preventing further offences. It covers actions aimed at reducing the offender's ability or opportunity to commit additional crimes and lowering the risk to the public—think enforcement steps, conditions, and targeted interventions to curb reoffending. The other parts address different aspects of the process: Justice covers fair treatment and rights, Appear relates to court attendance, and Investigation focuses on examining what happened to inform the response. So, the component dedicated to preventing further offences is the Offences portion.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://metpolicemnemonics.examzify.com>

We wish you the very best on your exam journey. You've got this!

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