



Norfolk Police Department

**Police Applicant
Study Guide**

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Sample Questions

Tips for answering reading comprehension questions:

- ⌘ Answer the questions based solely on the information provided within the passage. Do NOT base your answers on any personal knowledge or opinion you may have on the subject.
- ⌘ There are two commonly used methods for answering comprehension questions:
 - Reading the passage thoroughly and analyzing the passage before answering any questions.
 - OR**
 - Initially skimming the passage, then more closely reading the passage while you answer the questions.
- ⌘ Read each question closely to ensure that you understand exactly what is being asked.
- ⌘ Read all of the choices before choosing an answer. Do not simply choose the first answer that looks correct. You must choose the *best* answer that most accurately and completely answers the question. Be careful not to choose answers that are only partially true or only partially answer the question being posed. Also, do not choose an answer just because it is a true statement; you must choose the answer that is based on the contents of the passage.
- ⌘ During the examination, you may refer back to the passages as many times as you wish.
- ⌘ You may change an answer any time during the allotted time for the exam. However, make sure to completely erase any answer you do not want. Questions with more than one answer marked will be considered incorrect.
- ⌘ Each question is worth one point. It is important to answer every question, even if you are unsure of the correct answer.
- ⌘ Work quickly, but carefully. In order to save time, you may skip particularly difficult questions and come back to them later during the time provided. The written exam contains 12 passages with 5-8 questions each, 10 spelling questions, and 10 grammar questions. Divide your time during the three hour exam accordingly.
- ⌘ Check periodically throughout the test to make sure you are filling in the answers on the correct corresponding rows on the answer sheet.

Preparation for the spelling questions:

- ✧ Study words that are commonly used in law enforcement.
- ✧ Go online or to a library and study lists of *commonly misspelled words*.

Preparation for the grammar questions:

- ✧ When placing multiple pronouns in a sentence, first try each pronoun alone to make sure you select the correct form. Example:
 - Incorrect: The teacher sent for her and they.
 - Correct: The teacher sent for her and them.
 - Each works separately: The teacher sent for her.
The teacher sent for them.
 - You would not say: The teacher sent for they.
- ✧ Use **have**, not **of**, after helping verbs such as could, would, should, may and might. Do not be confused by the way the word is pronounced when you say the sentence. Example:
 - Incorrect: She should of paid attention in class.
 - Correct: She should have paid attention in class.
 - If written as pronounced: She should've paid attention in class.
- ✧ A run-on sentence joins two or more complete sentences with no punctuation. Put the sentence to the test: if the clauses are independent (can be put into sentences of their own), then it is a run-on. Example:
 - Incorrect: The man ran from the police he was a criminal.
 - Correct: The man ran from the police. He was a criminal.
 - OR**
 - Correct: The man ran from the police because he was a criminal.
- ✧ Become familiar with the proper forms of reflexive pronouns (pronouns that end in *self* or *selves*). This includes words such as myself, ourselves, yourself, herself, etc.
- ✧ General rules on how to show possession:
 - Singular Nouns: add an 's (Bobby's dog)
 - Plural Nouns: add an 's (women's meeting) unless it ends with an s or z sound then just add an apostrophe (ladies' meeting)
 - Do not confuse possessive pronouns (such as its, your, their) with contractions (such as it's = it is, you're = you are, they're = they are)

Sample Questions

Handling Prisoners

When a suspect is arrested, the arresting officer is responsible for the initial search of the prisoner. If the arresting officer is not the transporting officer, the transporting officer will search the prisoner again before transporting. All prisoners must be searched prior to being placed into a police vehicle. Searches will be conducted by officers of the same sex as the prisoner, unless exigent circumstances exist.

All prisoners charged with a felony must be handcuffed. If a prisoner is not charged with a felony, but the subject shows the propensity for violence or escape, then the prisoner should be handcuffed. This includes prisoners who are physically or mentally handicapped, sick, injured, or mentally ill. When officer safety is not jeopardized, officers are permitted to adjust restraints or omit use of restraints if they would likely cause injury to, or adversely affect, a prisoner's health. If a prisoner complains of discomfort, officers will check the handcuffs and/or make adjustments accordingly. Officers, who determine restraints to be inappropriate, must receive approval from their supervisor not to use them.

If a prisoner is violent, leg restraints will be used. Leg restraints, when used properly, will prevent a prisoner from injuring himself or a police officer, or causing damage to property. The restraints should be removed from the prisoner prior to being placed in a pre-interview room, unless it is deemed unsafe for either the officer or prisoner.

1. Leg restraints will be used:
 - (A) To prevent injury and property damage.
 - (B) In lieu of handcuffs on physically handicapped prisoners.
 - (C) On all prisoners charged with a felony.
 - (D) Before transporting prisoners.
 - (E) Only in the pre-interview room.
2. The officer responsible for the initial search of a prisoner is:
 - (A) The officer in charge
 - (B) An officer of the same sex.
 - (C) The transporting officer.
 - (D) The arresting officer
 - (E) Any of the above.
3. Based on the passage, if a male officer arrests a woman, he should:
 - (A) Search the prisoner before placing her in his police vehicle.
 - (B) Search the prisoner, unless exigent circumstances exist.
 - (C) Request that a female officer search his prisoner, unless exigent circumstances exist.
 - (D) Search the prisoner in the presence of a female officer.
 - (E) Place the prisoner in his vehicle until a transporting officer arrives for a search.

4. If a non-combative prisoner says that the handcuffs are too tight, an officer should:
 - (A) Obtain permission from their supervisor prior to removing the handcuffs.
 - (B) Remove the handcuffs and use leg restraints.
 - (C) Search the prisoner a second time before taking the handcuffs off.
 - (D) Make the necessary adjustments to the handcuffs to prevent injury.
 - (E) Any of the above.

5. The passage emphasizes the importance of:
 - (A) Transporting only handcuffed prisoners.
 - (B) Checking with your supervisor before removing restraints.
 - (C) Using handcuffs on prisoners charged with a felony.
 - (D) Making allowances for handicapped prisoners.
 - (E) Using restraints to ensure officer and prisoner safety.

Community Oriented Policing

Community Oriented Policing is a philosophy and not a specific tactic. It is a proactive, decentralized approach, designed to reduce crime, disorder, and fear of crime. This is accomplished by intensely involving the same officer in the same community on a long-term basis, so that residents will develop trust to cooperate with police. Community policing is community engagement, interaction, partnership development and problem solving by way of collaborative efforts with city government.

Citizens believe response to serious crimes is important. They also want the police to attend to other quality of life issues such as abandoned cars, barking dogs, juvenile vandals and trespassers. By providing an appropriate response to minor calls, the department may significantly increase citizen satisfaction with police performance. When police priorities do not coincide with those of the community served, a balance must be struck.

This is not to imply that the police should only be concerned with priorities set by the community, but rather should work with the community to determine priorities. Citizens must understand their individual civic responsibilities, such as participating in community initiatives, and then take action to build the police-community partnership.

Citizens must feel safe before they will fully participate in the democratic process of organizing and managing their communities. This requires that officers use law enforcement authority in legal yet imaginative ways to ensure that the best results are produced for and with the citizens in the city.

1. Which of the following is not considered a quality of life issue in Community Oriented Policing?
 - (A) abandoned cars
 - (B) trespassing
 - (C) vandalism
 - (D) embezzlement
 - (E) barking dogs

2. Which of the following would demonstrate “civic responsibilities” as it is used in the passage?
 - (A) Citizens participating in their neighborhood watch program.
 - (B) Calling 911 whenever problems occur in your neighborhood.
 - (C) Approaching residents in your neighborhood who break the law.
 - (D) Attending local church services on a regular basis.
 - (E) All of the above.

3. According to the passage, why might citizens avoid interactions with the police?
 - (A) They believe police are only useful during serious crime incidents.
 - (B) They do not trust the police.
 - (C) They can handle quality of life issues without involving police.
 - (D) It is not part of their civic responsibilities.
 - (E) All of the above.

4. Which of the following is not a goal of Community Oriented Policing?
- (A) Reducing citizens' fear of crime.
 - (B) Proactive reduction in crime.
 - (C) Allowing citizens' groups to set priorities for the community.
 - (D) Improving quality of life issues.
 - (E) All of the above are goals of Community Oriented Policing.
5. As an officer involved in Community Oriented Policing, you would:
- (A) Instead of writing traffic tickets, give community members warnings.
 - (B) Wait for citizens to call you with complaints.
 - (C) Give residents your personal cell phone number.
 - (D) Stop and talk with someone who is doing yard work.
 - (E) All of the above.

SPELLING – GRAMMAR EXAMINATION

PART I

Directions: Below are five words with three spellings given for each. You are to pick out the spelling which is correct for each word. In the examples below circle the correct letter for the proper spelling of each word.

- | | | | |
|----|-----------------|-----------------|-----------------|
| 1. | (A) recieve | (B) receive | (C) receive |
| 2. | (A) admissible | (B) admissable | (C) admisable |
| 3. | (A) succesful | (B) successful | (C) sucessful |
| 4. | (A) anonymous | (B) annonymous | (C) anonymous |
| 5. | (A) descreption | (B) description | (C) discreption |

PART II

Directions: Below are five sentences. If the sentence is RIGHT from the standpoint of grammar and word usage, blacken space A on the sheet. If it is WRONG, blacken space B on the sheet.

1. The officer should of read the suspect his rights before taking a statement. A B
2. She was disoriented after the accident because she bumped her head on the steering wheel. A B
3. They found the evidence when they walk through the wooded area. A B
4. Me and the attorney stood in front of the judge. A B
5. The officer and trainee carried and placed the traffic cones and flares. A B

Sample Questions Answers

Handling Prisoners

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