

# Gender and Sports 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. Sanctions for failing to achieve gender equity have been few and far between primarily because**
  - A. The US Office for Civil Rights lacks the resources to investigate complaints**
  - B. There are not enough compliance officers**
  - C. There is no clear standard for equity**
  - D. Sports associations set all policies**
  
- 2. When sport worlds are described as male-centered, what is the expected focus?**
  - A. Men and men's lives are the expected focus of attention and stories.**
  - B. Women's achievements are the main focus.**
  - C. The rules of sport are inspected only by women.**
  - D. The audience's preferences define the sport.**
  
- 3. Among the equity producing actions identified in the chapter is**
  - A. Inform the media of policies or practices that decrease opportunities for women.**
  - B. Censor critical voices in sport.**
  - C. Limit women's opportunities to participate.**
  - D. Reduce funding for women's programs.**
  
- 4. At which level are opportunities for girls and women in sport generally scarce?**
  - A. Professional Level**
  - B. Amateur Level**
  - C. Youth Level**
  - D. International Level**
  
- 5. What is a commonly cited consequence of myths about lesbians in sports?**
  - A. They lead to silence and harassment of LGBTQ athletes.**
  - B. They increase funding for women's leagues.**
  - C. They improve visibility of lesbian athletes.**
  - D. They eliminate discrimination.**

- 6. What does it mean when sport worlds are described as male-identified?**
- A. It assumes the realm involves men and is about men.**
  - B. It emphasizes women's bodies and experiences.**
  - C. It focuses on non-competitive activities.**
  - D. It excludes men from consideration.**
- 7. When sport worlds are male-dominated it means that**
- A. Abilities are not associated with gender**
  - B. Women are preferred for leadership roles**
  - C. Race determines eligibility**
  - D. Ability and qualifications are associated with manhood and men**
- 8. What is a likely consequence of limited sanctions on gender equity enforcement?**
- A. Continued inequities**
  - B. Rapid improvement**
  - C. Immediate compliance**
  - D. No effect on schools**
- 9. Sports are culturally important in many societies because they**
- A. provide economic growth**
  - B. promote physical fitness**
  - C. celebrate masculine virility and power and reproduce hegemonic masculinity**
  - D. encourage diversity in sport**
- 10. One of the problems with a two-category classification model is that it**
- A. Leaves no normative space for those who don't fit into either category**
  - B. Allows too many categories causing confusion**
  - C. Encourages anti-discrimination policies**
  - D. Grants universal acceptance of all identities**

## Answers

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

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## **Explanations**

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**1. Sanctions for failing to achieve gender equity have been few and far between primarily because**

**A. The US Office for Civil Rights lacks the resources to investigate complaints**

**B. There are not enough compliance officers**

**C. There is no clear standard for equity**

**D. Sports associations set all policies**

Enforcement capacity and resources determine how often sanctions can be imposed. Even with clear standards for gender equity in place, sanctions only come after complaints are investigated and violations are proven. When the agency responsible for enforcing those standards—such as OCR—lacks enough funding, staff, or time to open, pursue, and adjudicate complaints, many issues don't move forward to sanctions. This limited investigative capacity means fewer cases reach a conclusion that merits punishment, so sanctions appear rare. While other factors like the existence of standards or who sets policies matter, the critical limitation is the enforcement body's ability to investigate and act.

**2. When sport worlds are described as male-centered, what is the expected focus?**

**A. Men and men's lives are the expected focus of attention and stories.**

**B. Women's achievements are the main focus.**

**C. The rules of sport are inspected only by women.**

**D. The audience's preferences define the sport.**

When sport worlds are described as male-centered, the focus is on men and men's lives—the stories, performances, experiences, and identities of male athletes tend to be the ones emphasized and given most attention. This framing highlights male achievements and perspectives, while other voices, like women athletes, are less prominent. The option that matches this is that men and men's lives are the expected focus of attention and stories. The other choices would shift the focus away from that male-centered lens or introduce factors (like women inspecting rules or audience tastes defining the sport) that don't capture who the narratives center on.

**3. Among the equity producing actions identified in the chapter is**

- A. Inform the media of policies or practices that decrease opportunities for women.**
- B. Censor critical voices in sport.**
- C. Limit women's opportunities to participate.**
- D. Reduce funding for women's programs.**

Equity producing actions in sport are about creating visibility and accountability so barriers to women's participation can be identified and addressed. Informing the media about policies or practices that decrease opportunities for women does just that: it brings the issue into public view, prompts scrutiny, and can build pressure for policy changes, resource reallocation, or program development that openness up access and reduce discrimination. When inequities are exposed, organizations are more likely to revise rules, funding, and practices to be more inclusive. By contrast, censoring critical voices, limiting participation, or cutting funding all tend to hide or worsen inequities, reducing opportunities for women rather than expanding them.

**4. At which level are opportunities for girls and women in sport generally scarce?**

- A. Professional Level**
- B. Amateur Level**
- C. Youth Level**
- D. International Level**

The main idea here is that the most pronounced lack of opportunities for girls and women shows up where sport becomes a paid, full-time career: the professional level. That's because professional sport hinges on revenue from ticket sales, sponsorships, and TV rights, and historically these financial streams have been much smaller for women. Fewer professional teams or leagues, lower salaries, and less media exposure mean fewer long-term career opportunities for women athletes, coaches, and other professionals. At youth and amateur levels, there are many programs that encourage participation and development for girls, and while barriers still exist, the pathways to continued involvement are more accessible than in the professional sphere. International competition does provide global exposure and achievement, but can still carry funding and support gaps. So, among the options, the professional level best explains where opportunities for girls and women tend to be most scarce.

5. What is a commonly cited consequence of myths about lesbians in sports?

- A. They lead to silence and harassment of LGBTQ athletes.**
- B. They increase funding for women's leagues.**
- C. They improve visibility of lesbian athletes.**
- D. They eliminate discrimination.**

Myths about lesbians in sports create stigma that leads to silence and harassment of LGBTQ athletes. When false stories frame lesbian athletes as a problem or a threat, individuals may fear coming out, speaking up about unfair treatment, or simply participating openly, and they can face hostile comments or exclusion from peers, coaches, or fans. This hostile climate harms safety, belonging, and performance, and it keeps discrimination alive rather than resolving it. The other options don't fit because stereotypes about lesbians don't reliably increase funding or visibility, and they do not eliminate discrimination; in fact, they tend to reinforce stigma and exclusion.

6. What does it mean when sport worlds are described as male-identified?

- A. It assumes the realm involves men and is about men.**
- B. It emphasizes women's bodies and experiences.**
- C. It focuses on non-competitive activities.**
- D. It excludes men from consideration.**

Male-identified means the sport world is organized around male experiences and bodies, treating them as the default reference point. This shows up in how rules, leadership, media narratives, and everyday expectations operate as if men are the baseline for skill, authority, and achievement. Because of that centering, the realm is understood as involving men and being about men, which is why that interpretation fits best. It doesn't require that only men participate, but masculine norms shape what counts as worth, who gets priority, and how opportunities are distributed. The other ideas don't fit as well: focusing on women's bodies would describe a female-identified frame; non-competitive activities aren't what "male-identified" refers to; and excluding men would contradict the notion of centering male identity.

7. When sport worlds are male-dominated it means that

- A. Abilities are not associated with gender**
- B. Women are preferred for leadership roles**
- C. Race determines eligibility**
- D. Ability and qualifications are associated with manhood and men**

In a world of sport that is male-dominated, gender shapes who is seen as capable. The norms around ability, leadership, and qualification are often tied to being male, so men are perceived as having the rightful authority and skills. This means qualifications and competence are viewed through a lens of manhood, reinforcing men's prominence in decisions, coaching, and leadership roles. That's why the statement "Ability and qualifications are associated with manhood and men" best describes this situation. The other options don't fit: suggesting abilities aren't linked to gender contradicts the very dynamic of a gendered system; saying women are preferred for leadership reverses the reality of male dominance; and race determining eligibility shifts focus away from gender to race.

**8. What is a likely consequence of limited sanctions on gender equity enforcement?**

- A. Continued inequities**
- B. Rapid improvement**
- C. Immediate compliance**
- D. No effect on schools**

Enforcement and consequences shape whether schools actually follow gender equity policies. When sanctions for violations are weak or infrequent, there's little incentive for schools to change practices that create inequities. Without meaningful accountability, biased routines, assignments, or access to programs can continue, and students from marginalized groups may keep facing similar barriers. Think of sanctions as the bite behind the policy—if violations aren't met with real penalties or corrective actions, compliance becomes optional in practice, not mandatory. In that light, gradual or lingering inequities persist because the threat of consequences is not strong enough to push change across the board. The other options don't fit because rapid improvement or immediate compliance would require stronger, more credible enforcement. Saying there would be no effect on schools ignores how even modest accountability can influence behavior, and with limited sanctions the natural expectation is not swift overhaul but maintenance of existing inequities.

**9. Sports are culturally important in many societies because they**

- A. provide economic growth**
- B. promote physical fitness**
- C. celebrate masculine virility and power and reproduce hegemonic masculinity**
- D. encourage diversity in sport**

Sports act as a stage where gender identities are formed and reinforced. They often celebrate traits tied to hegemonic masculinity—strength, competitiveness, risk-taking, and dominance—so the athletic arena becomes a visible expression of what it means to be a man in a given society. This ongoing valorization helps sustain gender hierarchies by shaping who gets celebrated as an athlete, how athletes are talked about in the media, and what bodies are deemed appropriate for sport. While sports can promote physical fitness and contribute economically, the lasting cultural influence across many societies lies in how they reproduce and naturalize masculine power. The other options point to important outcomes of sport, but they don't capture this enduring social function as directly.

**10. One of the problems with a two-category classification model is that it**

- A. Leaves no normative space for those who don't fit into either category**
- B. Allows too many categories causing confusion**
- C. Encourages anti-discrimination policies**
- D. Grants universal acceptance of all identities**

The main idea here is that a binary two-category system constrains how people are labeled and who is included. When you have only two boxes, there's no space for identities that don't fit neatly into either one. In practice, this means individuals who don't identify strictly as the one or the other—or who have a different biological, gender, or cultural understanding—can be left out, misclassified, or pushed to hide part of who they are. That lack of “normative space” creates real consequences in sports and policy: athletes may face eligibility disputes, privacy concerns, or unfair barriers simply because the system doesn't recognize their identity. The other options aren't describing the core problem. A system with only two categories doesn't inherently introduce too many categories; it actually does the opposite by omitting categories. Policies about anti-discrimination or universal acceptance depend on how rules are written and enforced, not on the structural issue of having just two categories.

## 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](mailto:hello@examzify.com).**

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

**<https://genderandsports.examzify.com>**

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

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