

GENDER AND SPORTS PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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. According to the diagram, which group has a better chance of gaining power in society?**
 - A. Women
 - B. Men
 - C. Non-binary people
 - D. Transgender people
- 2. 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
- 3. Which statement best describes the difference between 'male-identified' and 'male-centered' sport worlds?**
 - A. Male-identified means the sport is assumed to involve and be about men; male-centered means focus on men and their lives.
 - B. They are the same concept.
 - C. Male-identified refers to women's empowerment.
 - D. Male-centered refers to noncompetitive sports.
- 4. Under Title IX, a school may comply with the law by meeting 1 of 3 legal tests. Which of the following is NOT one of those tests?**
 - A. Proportionality test
 - B. The moral equality test
 - C. History and continuing practice
 - D. Accommodation of interests and abilities
- 5. Which change is identified as necessary to achieve full gender equity along with redefining gender norms?**
 - A. Changing the way sports are organized and played
 - B. Increasing female coaching at all levels
 - C. Providing free access to gyms
 - D. Reducing training volumes

- 6. According to the material, privatization of sport programs is likely to have what effect on girls and women's participation?**
- A. Increase participation opportunities due to market competition
 - B. No significant effect on participation
 - C. Decrease participation opportunities
 - D. Make participation mandatory in new leagues
- 7. What is a key effect of increasing female representation in sports leadership?**
- A. It reduces recruitment and participation.
 - B. Increasing female representation in leadership roles improves recruitment, retention, and perceived legitimacy.
 - C. It has no effect.
 - D. It increases costs.
- 8. Which of the following is NOT one of the reasons why women are underrepresented in coaching and administrative positions in sports?**
- A. In male dominated sport cultures, women are hired only when they can show that they can do things as men have done them.
 - B. Women lack access to mentorship and professional networks in sports.
 - C. Women don't have the business experience needed to succeed in sport programs.
 - D. Societal stereotypes about women's suitability for leadership in sport.
- 9. Which aspect best supports inclusive body diversity in sports programs?**
- A. Adaptive equipment and anti-body-shaming policies.
 - B. Uniform body type standards.
 - C. Excluding athletes who don't fit a certain size.
 - D. Lower coaching quality.
- 10. What is the difference between de jure and de facto gender equity, and give examples in sports contexts?**
- A. De jure equity is legally mandated equal rights; de facto equity refers to actual practice and outcomes.
 - B. De jure is actual practices; de facto is legal rights.
 - C. Both mean the same.
 - D. De jure relates to rules; de facto to numbers only.

Answers

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

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Explanations

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1. According to the diagram, which group has a better chance of gaining power in society?

- A. Women
- B. Men**
- C. Non-binary people
- D. Transgender people

Power in society tends to be concentrated among groups with longer access to resources, networks, and decision making opportunities. The diagram shows men as more likely to gain and hold power, reflecting how historical and ongoing structures—patriarchy, unequal access to education and opportunities, and underrepresentation of other groups in leadership—give men a statistical edge in rising to powerful roles. That's why men are depicted as having the better chance in this diagram. The other groups face barriers and biases that reduce their likelihood, though there are exceptions and changes over time.

2. 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.

3. Which statement best describes the difference between 'male-identified' and 'male-centered' sport worlds?

- A. Male-identified means the sport is assumed to involve and be about men; male-centered means focus on men and their lives.**
- B. They are the same concept.
- C. Male-identified refers to women's empowerment.
- D. Male-centered refers to noncompetitive sports.

Masculinity in sport can be expressed in two connected ways. Male-identified means the sport is understood as about men—the default subject, the reference point from which meaning is drawn—so women's participation is often seen in relation to men. Male-centered means the focus is on men's lives and experiences within the sport—the stories, schedules, bodies, and careers of male athletes become the central concern around which everything else revolves. This distinction matters because it highlights how power and representation are organized. The first captures how the sport defines itself by men, whereas the second shows how the sport's culture and structures revolve around men. The other options miss that nuance: they either treat the concepts as identical, or miscast the focus (for example, associating the idea with women's empowerment or with noncompetitive sports).

4. Under Title IX, a school may comply with the law by meeting 1 of 3 legal tests. Which of the following is NOT one of those tests?

- A. Proportionality test
- B. The moral equality test**
- C. History and continuing practice
- D. Accommodation of interests and abilities

Under Title IX, compliance in athletics can be shown by meeting one of three tests: proportionality between opportunities and student enrollment, history and continuing practice of providing opportunities, or accommodation of interests and abilities of the underrepresented sex. The moral equality test is not part of Title IX's recognized framework. Proportionality looks at whether athletic opportunities for each gender roughly match the gender makeup of the student body. History and continuing practice examines past patterns of participation to show ongoing equity. Accommodation of interests and abilities requires evidence that the interests of the underrepresented group are being met, often through surveys and matching offerings to demand. Since there is no formal "moral equality" criterion in Title IX athletics compliance, that option does not count among the allowable tests.

5. Which change is identified as necessary to achieve full gender equity along with redefining gender norms?

- A. Changing the way sports are organized and played**
- B. Increasing female coaching at all levels
- C. Providing free access to gyms
- D. Reducing training volumes

Changing the way sports are organized and played is the most powerful way to advance gender equity in tandem with redefining gender norms because it targets the structural barriers that shape who can participate, compete, and be valued in sport. When leagues, tournaments, and training pipelines are redesigned to ensure equal access, resources, and opportunities—from how seasons are scheduled and how eligibility is determined to how prizes, facilities, and coaching are distributed—it creates an environment where women and gender-diverse athletes can thrive just as men do. This kind of systemic shift moves beyond individual roles or perks and helps normalize women's presence across all levels and formats of sport, supporting a broader cultural change in how gender is perceived in athletic settings. While boosting female coaching or improving gym access are important, they don't by themselves overhaul the structures that govern participation and visibility, which is why changing the organization and play of sport is the best answer.

6. According to the material, privatization of sport programs is likely to have what effect on girls and women's participation?

- A. Increase participation opportunities due to market competition
- B. No significant effect on participation
- C. Decrease participation opportunities**
- D. Make participation mandatory in new leagues

Privatization shifts sport programs from publicly funded, subsidized access to private, market-driven offerings. When programs rely on fees, variable schedules, and profit motives, participation becomes more sensitive to price and convenience. Girls and women—who often face cost barriers, caregiving responsibilities, and fewer subsidized options—are more likely to see fewer opportunities as providers prioritize revenue and commercially viable activities. So privatization tends to reduce participation opportunities for girls and women. While private providers can sometimes raise quality or innovation, the material suggests access and equity can decline under privatization, rather than universal improvement or mandatory participation.

7. What is a key effect of increasing female representation in sports leadership?

- A. It reduces recruitment and participation.
- B. Increasing female representation in leadership roles improves recruitment, retention, and perceived legitimacy.**
- C. It has no effect.
- D. It increases costs.

Increasing female representation in sports leadership sends a clear signal that the organization values inclusion. When women hold leadership roles, aspiring athletes, staff, and volunteers see attainable role models, which can boost recruitment because people are more likely to join a culture that feels welcoming and representative. It also helps retention—those already involved feel more supported and see a pathway to leadership themselves, which reduces turnover. Finally, it enhances perceived legitimacy: decisions and policies are seen as fairer and more credible when leadership reflects the diversity of the group it serves, building trust and buy-in from participants and fans alike. That combination—better recruitment, stronger retention, and greater legitimacy—explains why this option is the strongest and most accurate. The other statements either contradict these positive effects or ignore the benefits that inclusive leadership tends to bring.

8. Which of the following is NOT one of the reasons why women are underrepresented in coaching and administrative positions in sports?

- A. In male dominated sport cultures, women are hired only when they can show that they can do things as men have done them.
- B. Women lack access to mentorship and professional networks in sports.
- C. Women don't have the business experience needed to succeed in sport programs.**
- D. Societal stereotypes about women's suitability for leadership in sport.

A key idea here is that women's underrepresentation in coaching and administration is driven mainly by structural and cultural barriers within sport, not simply by individual qualifications. In many sports, male-dominated cultures set norms that favor how men have traditionally progressed, which can gatekeep leadership roles. Women also often have less access to mentors and professional networks, making it harder to navigate promotions and opportunities. Societal stereotypes about women's leadership further bias evaluations of who belongs in coaching and administrative positions. The statement about lacking business experience isn't a systemic barrier supported by broad evidence. Many women bring strong business and management skills, and when given opportunities, they excel in program leadership, fundraising, budgeting, and strategic planning. The real barriers that consistently explain underrepresentation are the cultural and-networking obstacles—less access to mentors, biased hiring norms, and persistent stereotypes about women's suitability for leadership in sport.

9. Which aspect best supports inclusive body diversity in sports programs?

A. Adaptive equipment and anti-body-shaming policies.

B. Uniform body type standards.

C. Excluding athletes who don't fit a certain size.

D. Lower coaching quality.

Inclusive body diversity means removing both physical and social barriers so athletes of all sizes and shapes can participate. Providing adaptive equipment ensures the gear fits and works for a wide range of bodies—think adjustable heights, lighter or specialized equipment, and accessible designs—so the activity is doable for everyone. Pairing that with anti-body-shaming policies creates a safe, respectful environment where athletes aren't judged or excluded for their size or shape. Together, these practices address practical access and social acceptance, which is exactly what inclusion needs. Choosing uniform body type standards would exclude many athletes, not include them. Excluding athletes who don't fit a certain size is directly discriminatory. Lower coaching quality doesn't address how to make participation feasible or welcome for diverse bodies.

10. What is the difference between de jure and de facto gender equity, and give examples in sports contexts?

A. De jure equity is legally mandated equal rights; de facto equity refers to actual practice and outcomes.

B. De jure is actual practices; de facto is legal rights.

C. Both mean the same.

D. De jure relates to rules; de facto to numbers only.

The idea being tested is the distinction between what the law requires and what actually happens in sports. De jure equity means rights and rules that are guaranteed by law or formal policy. De facto equity means the real-world outcomes and practices you can observe, which may not match the written rules. So, de jure equity is like having a rule that everyone must have the same access to participate in a sport and receive funding, and it can be backed by laws or official policies (for example, anti-discrimination laws and Title IX provisions that require equal opportunities in school athletics). In sports terms, this would be laws that mandate equal access to programs, teams, facilities, and funding for all genders. De facto equity, on the other hand, looks at what actually happens. Even with those laws in place, the everyday reality can differ: participation rates, funding levels, prize money, media coverage, and leadership opportunities may still be uneven. For instance, after legal guarantees, a sport might still see fewer scholarships for women, less sponsorship, or less airtime for women's events, which are real-world outcomes illustrating de facto inequity. A concrete sports example could be the ongoing differences in salaries or sponsorship between men's and women's leagues, or the historical gaps in facilities and resources allocated to women's teams despite equal legal rights.

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://genderandsports.examzify.com>

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

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