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.

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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!

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Questions

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1. Which pair best describes the approach to achieving gender equity in sports, according to the material?

A. Redefining gender norms and reorganizing sports structures

B. Increasing training intensity

C. Expanding seating capacity

D. Marketing campaigns

2. How do cultural attitudes toward femininity and masculinity influence policy development in sports?

A. Culture has no impact.

B. Cultural norms shape who is encouraged to participate, which sports are valued, and how athletes are treated; policies may challenge stereotypes and promote diverse role models.

C. Policies determine culture, not vice versa.

D. Policies only affect funding.

3. Which statement describes a consequence of modeling gender as a fixed two-category system for those who do not fit neatly into 'male' or 'female'?

A. They have well-defined normative spaces

B. They experience social inclusion with full rights

C. They are left without normative space

D. They find universal acceptance across institutions

4. What are the three tests used under Title IX to assess sports equity?

A. Proportionality, expansion, and accommodation of interests.

B. Equality, parity, and participation.

C. Access, opportunity, outcomes.

D. Compliance, enforcement, sanctions.

5. The history of 'fem testing' in the Olympics and other international sports shows that

A. Human bodies do not fit neatly into two distinct sex categories

B. Bodies always fit binary

C. There is no scientific basis

D. Testing is always fair

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6. As of 2013, which statement about the IOC's gender representation is NOT correct?

A. Women make up 10% of decision-making boards.

B. Women make up 35% of decision-making boards.

C. Women hold all decision-making boards.

D. Men hold the majority of boards.

7. How do social movements (e.g., feminism, LGBTQ+ rights) influence changes in sports governance and policy?

A. They advocate for equity, broaden definitions of gender, push for inclusive policies, raise awareness of harassment, and lead to reforms in leadership, funding, and event policies.

B. They hinder reforms in leadership.

C. They have no impact on policy.

D. They only affect sponsorship deals, not governance.

8. Research on alternative and active sports shows that they are organized around

A. the values and experiences of females.

B. the values and experiences of mixed genders.

C. the values and experiences of males.

D. neutral values without gender bias.

9. 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

10. When women are hired in coaching and administrative positions in sport organizations, they may have low levels of job satisfaction due to

A. lack of advancement opportunities compared to men.

B. overwhelming autonomy and control.

C. an organizational culture that provides little support for them.

D. excessive salary expectations from stakeholders.

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Answers

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

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Explanations

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1. Which pair best describes the approach to achieving gender equity in sports, according to the material?

A. Redefining gender norms and reorganizing sports structures

B. Increasing training intensity

C. Expanding seating capacity

D. Marketing campaigns

Achieving gender equity in sports requires changing beliefs and expectations about who can participate and how success is defined, while also reshaping the systems that govern sport to ensure fair access and opportunity. Redefining gender norms addresses attitudes and stereotypes that gatekeep participation, media representation, and leadership. Reorganizing sports structures changes rules, governance, resource distribution, eligibility, and competition formats so that opportunities are genuinely available to all genders. This dual focus on both cultural change and structural reform directly targets the barriers that create inequity. The other options miss this combined approach: increasing training intensity targets performance rather than fairness or access; expanding seating capacity focuses on audiences rather than participation opportunities; marketing campaigns improve visibility but don't by themselves fix who can participate or how resources are allocated.

2. How do cultural attitudes toward femininity and masculinity influence policy development in sports?

A. Culture has no impact.

B. Cultural norms shape who is encouraged to participate, which sports are valued, and how athletes are treated; policies may challenge stereotypes and promote diverse role models.

C. Policies determine culture, not vice versa.

D. Policies only affect funding.

Cultural attitudes toward femininity and masculinity shape policy development in sports by determining what participation is encouraged, which sports are valued, and how athletes are treated. When a culture believes certain gender norms are appropriate, policies reflect those beliefs—such as which groups are supported to compete, what rules govern dress or eligibility, and how success is recognized or rewarded. Over time, thoughtful policies can push culture toward greater inclusivity by promoting anti-discrimination, equal access, and diverse role models, but the initial direction usually comes from existing cultural norms. This is why reforms often align with broader social movements addressing gender expectations.

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3. Which statement describes a consequence of modeling gender as a fixed two-category system for those who do not fit neatly into 'male' or 'female'?

A. They have well-defined normative spaces

B. They experience social inclusion with full rights

C. They are left without normative space

D. They find universal acceptance across institutions

When gender is treated as a fixed two-category system, only two identities are recognized as legitimate, which narrows or eliminates the places where others can belong. Normative space refers to the accepted arenas, rules, and social expectations where people's identities are validated and supported. For someone who doesn't fit neatly into male or female, that binary framework leaves them without a recognized place in many institutions and practices—schools, workplaces, sports, legal systems, and daily life lose a sense of belonging for them. So the key consequence is exclusion from the spaces that count as normal or legitimate, not because they lack value, but because the system doesn't acknowledge their identity. This is why the outcome described is being left without normative space.

4. What are the three tests used under Title IX to assess sports equity?

A. Proportionality, expansion, and accommodation of interests.

B. Equality, parity, and participation.

C. Access, opportunity, outcomes.

D. Compliance, enforcement, sanctions.

Under Title IX, the three tests used to assess sports equity are proportionality, expansion of opportunities, and accommodation of interests and abilities. Proportionality looks at whether the number of athletic opportunities for each sex roughly matches their share of the student body, aiming for substantial proportionality to enrollments. If opportunities aren't proportional, schools can still show compliance by meeting one of the other tests. Expansion of opportunities evaluates whether the school has a history and ongoing practice of expanding athletic opportunities for the underrepresented sex over time, such as adding teams or scholarships to balance opportunities. Accommodation of interests and abilities requires demonstrating that the interests and abilities of the underrepresented sex have been accommodated; this often involves surveys of student interest and evidence that added opportunities would be utilized. These three tests together provide the framework for evaluating sports equity under Title IX. The other options use terms that aren't official tests for Title IX athletics compliance.

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5. The history of 'fem testing' in the Olympics and other international sports shows that

A. Human bodies do not fit neatly into two distinct sex categories

B. Bodies always fit binary

C. There is no scientific basis

D. Testing is always fair

The central idea here is that sex characteristics exist along a spectrum, not as a strict binary. Throughout Olympic and international sport history, efforts to verify who is "female" used methods that assumed two clear categories, but many athletes have intersex traits or variations of sex development that don't fit neatly into just male or female. This made the tests unreliable and often unfair, because one person's biology could not be reduced to a simple label or a single measurement. Because of that reality, the statement that human bodies do not fit neatly into two distinct sex categories best fits what the history shows. It reflects how biology is diverse and how rigid binary testing failed to account for that diversity, leading to inconsistent and biased outcomes. The other options oversimplify or misconstrue the evidence: binaries aren't universally applicable; there is scientific nuance and variation in sex characteristics; and the testing practices were not consistently fair.

6. As of 2013, which statement about the IOC's gender representation is NOT correct?

A. Women make up 10% of decision-making boards.

B. Women make up 35% of decision-making boards.

C. Women hold all decision-making boards.

D. Men hold the majority of boards.

The main idea here is understanding what the actual level of female representation looked like in leadership roles, and spotting when a stated figure doesn't match that reality. In 2013, women did not hold about one-third of the decision-making boards. A claim that women make up 35% would overstate their presence on those boards, so that statement is not correct when you compare it to the documented distribution at that time. The other described scenarios—women being a smaller share, women not leading all boards, and men holding the majority—fit with the general pattern of representation then, which is why they align with the historical data.

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7. How do social movements (e.g., feminism, LGBTQ+ rights) influence changes in sports governance and policy?

A. They advocate for equity, broaden definitions of gender, push for inclusive policies, raise awareness of harassment, and lead to reforms in leadership, funding, and event policies.

B. They hinder reforms in leadership.

C. They have no impact on policy.

D. They only affect sponsorship deals, not governance.

Social movements mobilize and amplify calls for fairness in sport, translating advocacy into real changes in governance and policy. They push for equity so women, non-binary people, and LGBTQ+ athletes have real opportunities in leadership and in how decisions are made and funded. They advocate for broader and more inclusive definitions of gender, ensuring policies allow diverse participation rather than enforcing rigid categories. They also raise awareness of harassment and discrimination, driving stronger codes of conduct, clear reporting and accountability mechanisms, and safer, more inclusive event policies. Through these pressures, organizations revise leadership structures, reallocate funding to underrepresented groups and programs, and implement governance changes that reflect evolving social norms. These movements influence policy and governance directly, not just sponsorship or peripheral aspects.

8. Research on alternative and active sports shows that they are organized around

A. the values and experiences of females.

B. the values and experiences of mixed genders.

C. the values and experiences of males.

D. neutral values without gender bias.

These sports cultures have historically developed within male-dominated communities, where norms around risk-taking, independence, toughness, and technical prowess shape how activities are organized, who leads, and how participation is structured. Research shows that even when women participate, the social organization—rules, spaces, sponsorship, and media portrayal—often centers male experiences, making male values the organizing principle of these scenes. While there are efforts to diversify and more women participate, the pattern described in the literature is that masculine values guide the structuring of these sports more than feminine or neutral values. The other options don't fit because they imply women-led organizing, gender-neutral framing, or a mixed-gender organizing principle as the core, which isn't what the evidence most consistently shows; change is happening, but the established pattern has been male-centered.

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9. 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.

10. When women are hired in coaching and administrative positions in sport organizations, they may have low levels of job satisfaction due to

A. lack of advancement opportunities compared to men.

B. overwhelming autonomy and control.

C. an organizational culture that provides little support for them.

D. excessive salary expectations from stakeholders.

When women hold coaching or administrative roles, how the organization treats and supports them profoundly affects their satisfaction. If the culture provides little support—few mentors, limited inclusive practices, unclear expectations, insufficient feedback, or lack of resources and recognition—it creates a feeling of isolation and being undervalued. This lacking organizational support directly lowers day-to-day job satisfaction because employees aren't receiving the encouragement, guidance, or fair treatment they need to thrive. While opportunities for advancement can matter, the most immediate and impactful factor here is the supportive climate. Autonomy away from support isn't typically the issue, and external pressures about salaries don't capture what people feel about their everyday work environment.

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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://genderandsports.examzify.com

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

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