SPORTS STUDIES – NCAA, YOUTH SPORTS, AND SPORT PSYCHOLOGY 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. What type of athletic scholarships are offered by Division I, Division II, and Division III?

A. Division I: Partial scholarships; Division II: Full scholarships; Division III: No athletic scholarships

B. Division I: Full scholarships; Division II: Partial scholarships; Division III: No athletic scholarships

C. Division I: No athletic scholarships; Division II: Partial scholarships; Division III: Full athletic scholarships

D. Division I: Full scholarships; Division II: Full scholarships; Division III: No athletic scholarships

2. Define sport psychology and describe its main aims in athletic performance.

A. The scientific study of how psychological factors influence athletic performance; aims to enhance mental skills, motivation, coping with stress, injury recovery, and team dynamics.

B. The study of athletic footwear design.

C. A field focusing on nutritional strategies for performance.

D. A legal framework for sport governance.

3. In the described play styles, rituals, calculations, and adherence to rules are characteristic of which type of play?

A. Casual play

B. Adults play

C. Competitive play

D. Recreational play

4. Describe the difference between a redshirt and a medical redshirt in NCAA athletics.

A. A redshirt preserves a season of eligibility while the student-athlete does not compete; a medical redshirt extends eligibility after an injury in the prior season if certain criteria are met.

B. A redshirt allows immediate competition.

C. Both allow an extra year of competition.

D. A medical redshirt reduces GPA requirements.

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5. Which factor is known to influence self-efficacy through observing others succeed?

A. Vicarious experiences

B. Actual combat experience

C. Dream content

D. Dietary intake

6. Which of the following is a sign of a concussion observed by others?

A. Headache

B. Nausea

C. Dazed, confusion, clumsy movements

D. Loss of consciousness

7. What classification is also called sector games?

A. Play

B. Field

C. Court

D. Game

8. What are the divisions of the NCAA?

A. I, II, III

B. Division I, Division II, Division III

C. 1, 2, 3

D. I, II, IV

9. What term describes the idea that the same rules govern all contests?

A. Standardization

B. Uniformity

C. Regulation

D. Codification

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10. Which CDC initiative helps keep youth sports safe by providing concussion information and training?

A. Safe Sports Initiative

B. Youth Sports Safety Plan

C. Heads Up: Concussion Information and Training

D. Concussion Awareness and Response

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Answers

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

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Explanations

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1. What type of athletic scholarships are offered by Division I, Division II, and Division III?

A. Division I: Partial scholarships; Division II: Full scholarships; Division III: No athletic scholarships

B. Division I: Full scholarships; Division II: Partial scholarships; Division III: No athletic scholarships

C. Division I: No athletic scholarships; Division II: Partial scholarships; Division III: Full athletic scholarships

D. Division I: Full scholarships; Division II: Full scholarships; Division III: No athletic scholarships

The pattern being tested is how athletic scholarships are allocated across NCAA divisions. Division I programs typically have larger athletic scholarship budgets and can award athletic aid that covers full or substantial portions of attendance. Division II programs operate with smaller budgets and usually provide partial athletic scholarships to many athletes. Division III, by rule, does not offer athletic scholarships at all, focusing aid on academics or need-based aid instead. So the option that best reflects this common structure states that Division I offers full athletic scholarships, Division II offers partial scholarships, and Division III offers no athletic scholarships. The other options misrepresent how Division I or Division II aid is commonly distributed or inaccurately claim athletic scholarships for Division III.

2. Define sport psychology and describe its main aims in athletic performance.

A. The scientific study of how psychological factors influence athletic performance; aims to enhance mental skills, motivation, coping with stress, injury recovery, and team dynamics.

B. The study of athletic footwear design.

C. A field focusing on nutritional strategies for performance.

D. A legal framework for sport governance.

Sport psychology looks at how thoughts, feelings, and behaviors influence athletic performance and how sport can affect mental well-being. Its aims center on helping athletes perform at their best by building mental skills like goal setting, imagery, self-talk, concentration, and arousal regulation; boosting motivation, confidence, and persistence; and teaching strategies to cope with stress, anxiety, and setbacks. It also focuses on injury recovery and psychological resilience, aiding athletes in returning to play and maintaining mental health. Additionally, it seeks to improve team dynamics, communication, leadership, and overall morale. This field isn't about footwear design, nutrition plans, or legal rules—those are covered by other disciplines.

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3. In the described play styles, rituals, calculations, and adherence to rules are characteristic of which type of play?

A. Casual play

B. Adults play

C. Competitive play

D. Recreational play

Rituals, calculations, and strict adherence to rules point to play that is structured and socially guided, a hallmark of adult-oriented play. As people mature, play often shifts from spontaneous exploration to planning, regular routines, and formal norms—think pre-game rituals, consistent scoring and timekeeping, and strategic decision-making based on probabilities and resource management. This combination reflects a cognitive and social investment typical of adults who engage in play with clear goals and shared expectations. Casual play tends to be informal and fluid, recreational play focuses on enjoyment and participation rather than structure, and competitive play emphasizes performance and winning, but the described ritualized, rule-anchored approach fits best with adult play.

4. Describe the difference between a redshirt and a medical redshirt in NCAA athletics.

A. A redshirt preserves a season of eligibility while the student-athlete does not compete; a medical redshirt extends eligibility after an injury in the prior season if certain criteria are met.

B. A redshirt allows immediate competition.

C. Both allow an extra year of competition.

D. A medical redshirt reduces GPA requirements.

In NCAA athletics, how a player uses their years of eligibility is managed by whether they sit out a season or receive an injury-based exception. A redshirt means the student-athlete does not compete in any official games for that season, often while still practicing with the team. Because they don't participate in competition, that year does not count against their four seasons of competition, so they preserve an extra year to use later within the allowed five-year window. A medical redshirt, or medical hardship waiver, is different and hinges on an injury. If a season is severely affected by an injury and the student-athlete's participation is limited under rules, the school can petition for a waiver. If approved, that season is not counted toward the four seasons of competition, effectively granting an additional year of eligibility after the injury. It's not automatic and requires meeting specific criteria. So, the key distinction is: redshirt delays competing to preserve a season of eligibility, while a medical redshirt is an injury-related exception that can extend eligibility beyond the normal limit.

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5. Which factor is known to influence self-efficacy through observing others succeed?

A. Vicarious experiences

B. Actual combat experience

C. Dream content

D. Dietary intake

Self-efficacy grows when you witness others succeed, because that observational learning provides a vicarious experience of success. Seeing a model—especially someone similar to you—perform well can make you believe you can replicate the outcome, boosting your confidence to try the task yourself. This idea is one of Bandura's key sources of self-efficacy and is commonly used in coaching to build athletes' belief in their own abilities through demonstrations and peer models. The other options don't fit this mechanism: personal mastery experiences come from your own successful performance, while dream content and dietary intake don't inherently foster confidence by watching others succeed.

6. Which of the following is a sign of a concussion observed by others?

A. Headache

B. Nausea

C. Dazed, confusion, clumsy movements

D. Loss of consciousness

In concussion recognition, focus on signs that others can observe directly. When someone is dazed, appears confused, or moves clumsily after a hit, those outward behaviors indicate brain function disruption and can be seen by teammates, coaches, or officials right away. This makes them the most reliable observable signs in the moment. Headache and nausea are important, but they're subjective symptoms that the person must report rather than signs others can confirm on the spot. Loss of consciousness is a serious observable sign, but the cluster of being dazed, confused, or clumsy captures a broader, readily noticed change in behavior that signals a concussion. If you see these signs, stop play and seek proper medical evaluation.

7. What classification is also called sector games?

A. Play

B. Field

C. Court

D. Game

Sector games refer to activities played in open outdoor spaces that use a field as the playing area. Because of the emphasis on large space, zones, and field boundaries, this category is commonly called field games. The field designation highlights the environment where these games occur, as opposed to court games played on smaller, enclosed surfaces or to the broad, non-specific term play or game. So the best fit for sector games is field.

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8. What are the divisions of the NCAA?

A. I, II, III

B. Division I, Division II, Division III

C. 1, 2, 3

D. I, II, IV

The divisions reflect how the NCAA groups schools by size, resources, and competitive emphasis so programs can compete against peers with similar circumstances. The three divisions are Division I, Division II, Division III. Division I typically includes larger schools with big athletic programs, more substantial athletic scholarships, and wide media exposure. Division II features a balance between athletics and academics, with partial athletic scholarships and teams that are competitive but generally not at the same resource level as Division I. Division III schools do not offer athletic scholarships and prioritize the student-athlete experience, balancing sports with academics and other campus activities. These divisions are the official naming, distinguishing levels of competition and governance. The other formats (such as using numbers or a fourth division) don't reflect how the NCAA categorizes its member institutions.

9. What term describes the idea that the same rules govern all contests?

A. Standardization

B. Uniformity

C. Regulation

D. Codification

Codification focuses on creating and recording a formal, written set of rules that applies to all contests. When rules are codified, they're compiled into a single, organized code that is used universally, so every competition follows the same guidelines. This makes the governing framework clear, accessible, and consistently applied across different levels and contexts. Standardization is about making things uniform, but it doesn't necessarily involve writing down and organizing the rules into an official code. Uniformity centers on sameness in practice or outcomes rather than the formal rulebook itself. Regulation deals with enforcing rules and governing behavior, which is important but comes after the rules exist; it isn't the act of creating that universal code.

10. Which CDC initiative helps keep youth sports safe by providing concussion information and training?

A. Safe Sports Initiative

B. Youth Sports Safety Plan

C. Heads Up: Concussion Information and Training

D. Concussion Awareness and Response

This question tests identifying the CDC initiative that provides concussion information and training for youth sports. Heads Up: Concussion Information and Training is the CDC program that offers free, practical resources to coaches, parents, athletes, and school staff to prevent, recognize, and respond to concussions. It includes online training for coaches and educators and a range of evidence-based materials to keep young athletes safe. The other options don't correspond to the CDC's concussion-education campaign. They aren't the official Heads Up program, so they wouldn't be the recognized source for concussion information and training endorsed by the CDC.

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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:

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

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