

University of Toronto (UofT) University of Toronto ANT100Y1 Introduction to Anthropology Midterm Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

This is a sample study guide. To access the full version with hundreds of 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. Don't worry about getting everything right, 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, and take breaks to retain information better.

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.

7. Use Other Tools

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

- 1. Who proposed the concept of the Earth being millions of years old based on geological findings?**
 - A. James Hutton**
 - B. Charles Darwin**
 - C. Herbert Spencer**
 - D. Charles Lyell**
- 2. What does "provenience" inform archaeologists about an artifact?**
 - A. Its physical composition**
 - B. Its location, association, and context**
 - C. Its estimated age**
 - D. Its aesthetic value**
- 3. What are the two types of techniques used in flintknapping?**
 - A. Mechanical and chemical**
 - B. Percussion flaking and pressure flaking**
 - C. Hand flaking and machine flaking**
 - D. Casting and molding**
- 4. What is the key focus of study when examining palynology?**
 - A. Plant evolution**
 - B. Animal behavior**
 - C. Human genetic diversity**
 - D. Fossilized plant reproductive structures**
- 5. Which Genus Homo species is thought to have first migrated out of Africa?**
 - A. Homo naledi**
 - B. Homo ergaster**
 - C. Homo floresiensis**
 - D. Homo habilis**

- 6. What function does a burin serve in stone toolmaking?**
- A. To create large bladed tools**
 - B. To sharpen edges on stones**
 - C. To remove small flakes along one margin**
 - D. To assemble multiple tools together**
- 7. What defines the Neolithic period?**
- A. A focus on hunting and gathering**
 - B. The onset of the Agricultural Revolution**
 - C. The dominance of stone tool technology**
 - D. The period of early metal use**
- 8. What is a defining feature of sedentism in Prehistoric societies?**
- A. Reliance on seasonal migrations**
 - B. Permanent settlements**
 - C. High levels of trade among nomads**
 - D. Use of advanced agricultural tools**
- 9. What does a flake scar represent?**
- A. A decorative mark on artifacts**
 - B. The positive impression left on the core**
 - C. The negative impression left on a core after flake removal**
 - D. An identification mark for specific tool types**
- 10. What is one of the main purposes of Upper Palaeolithic cave art according to various theories?**
- A. To record historical events**
 - B. To document everyday life**
 - C. To promote fertility and initiation rites**
 - D. To mark territory**

Answers

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

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Explanations

1. Who proposed the concept of the Earth being millions of years old based on geological findings?

- A. James Hutton**
- B. Charles Darwin**
- C. Herbert Spencer**
- D. Charles Lyell**

The concept of the Earth being millions of years old based on geological findings is attributed to James Hutton. Hutton is often referred to as the "father of modern geology" for his ideas about the processes that shape the Earth over vast periods of time. He introduced the notion of deep time, suggesting that the Earth is far older than previously thought, and this idea was founded on his observations of sedimentary rock formations and the gradual processes of erosion and sedimentation. Hutton's work laid the groundwork for later geologists and was fundamental in changing the perception of Earth's history, influencing figures like Charles Lyell, who further popularized these concepts. In contrast, Charles Darwin focused on biological evolution, while Herbert Spencer applied evolutionary ideas to sociology but did not specifically address geological time in the same foundational manner as Hutton did. This makes Hutton the key figure behind the early understanding of Earth's extensive geological timescale.

2. What does "provenience" inform archaeologists about an artifact?

- A. Its physical composition**
- B. Its location, association, and context**
- C. Its estimated age**
- D. Its aesthetic value**

"Provenience" is a crucial concept in archaeology that refers to the specific location and context from which an artifact is recovered. This information is essential for archaeologists because it provides insight into not only where the artifact was found but also its relationship to other artifacts, features, and the surrounding environment at that site. Understanding the location and context helps researchers interpret the significance of the artifact, including its cultural, social, and historical implications. The context of an artifact can reveal how it was used, the activities that took place in that area, and how different artifacts relate to each other within a site. This is vital for reconstructing past human behavior and understanding the broader narrative of a culture's history. Provenience goes beyond just finding an object; it encompasses its spatial and relational context within the archaeological record, making it foundational for any archaeological analysis. In contrast, the other options do not capture the full significance of "provenience" in archaeological practice. While an artifact's physical composition, estimated age, or aesthetic value can be informative, they do not convey the critical information about its archaeological context that provenience provides.

3. What are the two types of techniques used in flintknapping?

- A. Mechanical and chemical
- B. Percussion flaking and pressure flaking**
- C. Hand flaking and machine flaking
- D. Casting and molding

Flintknapping primarily involves two techniques known as percussion flaking and pressure flaking. These methods are essential for shaping and crafting tools from flint or similar materials. Percussion flaking involves striking the stone with a harder object, typically using a hammerstone or another piece of flint. This action creates large flakes as pieces of material are removed to shape the desired tool. This technique is effective for producing sharp edges and is often the first step in the flintknapping process. Pressure flaking, in contrast, employs a more delicate and controlled approach. In this technique, the knapper applies pressure to the stone using a pointed tool—often made of bone, antler, or metal—to detach smaller flakes. This method allows for greater precision and fine-tuning of the tool's edge, facilitating the creation of tools with specific shapes or characteristics. While other options mention different techniques or processes, they do not specifically relate to the traditional approaches used in flintknapping. Thus, the identification of these two specific techniques reflects the foundational skills necessary in the study and practice of lithic technology within anthropology.

4. What is the key focus of study when examining palynology?

- A. Plant evolution
- B. Animal behavior
- C. Human genetic diversity
- D. Fossilized plant reproductive structures**

The key focus of study in palynology is on fossilized plant reproductive structures, which include pollen and spores. This field of study allows researchers to analyze and interpret the historical and ecological significance of plant life through time. By examining these microscopic particles, scientists can ascertain information about past vegetation, climate conditions, and even contribute to understanding evolutionary processes. Palynology often plays a critical role in fields such as archaeology, geology, and paleontology by providing insights into ancient ecosystems and climate changes. The fossilized pollen can indicate what types of plants were prevalent during specific periods, helping to reconstruct past environments and guide understanding of how plants and climates have interacted over millennia. This information is crucial for various applications, including climate change studies and agriculture. While the other fields mentioned, such as plant evolution, animal behavior, and human genetic diversity, are important areas of study within anthropology and biology, they do not fall under the specific focus of palynology. Instead, they address different aspects of biological sciences that do not primarily center on the study of pollen and spores.

5. Which Genus Homo species is thought to have first migrated out of Africa?

- A. Homo naledi**
- B. Homo ergaster**
- C. Homo floresiensis**
- D. Homo habilis**

The reason Homo ergaster is considered the first species to have migrated out of Africa is due to its significant anatomical adaptations that made it well-suited for life outside of the African continent. Homo ergaster exhibited features such as a larger brain size compared to earlier hominins, a more modern body structure with long limbs and a relatively smaller face, and a more efficient bipedal locomotion. These traits suggest that Homo ergaster was capable of surviving in diverse environments, which likely facilitated its movement beyond Africa. Fossil evidence shows that populations of Homo ergaster reached parts of Asia and Europe, indicating that this species was among the first to leave its African origins. In contrast, other species listed, such as Homo naledi, Homo floresiensis, and Homo habilis, are either not believed to have migrated or did not have the anatomical features that support long-distance travel and adaptation to varying environments outside of Africa.

6. What function does a burin serve in stone toolmaking?

- A. To create large bladed tools**
- B. To sharpen edges on stones**
- C. To remove small flakes along one margin**
- D. To assemble multiple tools together**

In stone toolmaking, a burin is specifically designed for the precise removal of small flakes along one margin of a stone. This tool's functionality allows for detailed and controlled carving and shaping, which is essential in creating implements that require fine edges and intricate details. The burin's design facilitates the production of sharp alignments and notches necessary for more complex toolmaking. This ability is vital in various cultural contexts, as it enables artisans to enhance the functionality of their tools by producing specific shapes and features that can improve their effectiveness in different tasks, such as cutting or crafting. The skilled use of a burin reflects the innovation and adaptability of early human societies in their tool-making practices. In contrast, the other options represent different aspects of tool production or assembly that are not specific to the burin's primary function. For example, creating large bladed tools is not within the scope of the burin, as it is meant for detailed work rather than bulk material removal. Similarly, while sharpening edges on stones might be a general activity in toolmaking, it does not accurately describe the burin's specific role in generating fine details. Lastly, the assembly of multiple tools together does not pertain to the burin's function, as this tool

7. What defines the Neolithic period?

- A. A focus on hunting and gathering
- B. The onset of the Agricultural Revolution**
- C. The dominance of stone tool technology
- D. The period of early metal use

The Neolithic period is primarily defined by the onset of the Agricultural Revolution. This significant transition involved the shift from nomadic lifestyles based on hunting and gathering to more settled ways of life that centered around farming and the domestication of animals. During this time, humans began to cultivate crops and raise livestock, which led to the establishment of permanent settlements and, ultimately, the development of complex societies. The Agricultural Revolution brought about profound changes in human behavior, social organization, and economies, marking a pivotal point in human history. It laid the groundwork for the rise of civilizations by enabling population growth and the specialization of labor, which were crucial for the subsequent advancements in culture and technology. While a focus on hunting and gathering characterizes prehistoric life prior to the Neolithic, this period itself is distinguished by agricultural practices. Similarly, while stone tool technology was significant during the Neolithic, it overlaps with earlier prehistoric periods. The early use of metal occurred later in technological chronology, primarily in the Bronze Age, rather than the Neolithic. Therefore, the agricultural developments are the most defining characteristic of the Neolithic era.

8. What is a defining feature of sedentism in Prehistoric societies?

- A. Reliance on seasonal migrations
- B. Permanent settlements**
- C. High levels of trade among nomads
- D. Use of advanced agricultural tools

A defining feature of sedentism in prehistoric societies is the establishment of permanent settlements. Sedentism refers to a lifestyle where communities remain in one place for extended periods, which often leads to the development of villages or towns. This shift from a nomadic lifestyle to settled living was largely influenced by changes in subsistence strategies, particularly the adoption of agriculture. Permanent settlements allowed for more substantial and enduring social structures, cultural practices, and resource management systems. In contrast, reliance on seasonal migrations is characteristic of nomadic lifestyles, while high levels of trade among nomads typically imply movement and transience. The use of advanced agricultural tools, while often associated with sedentism, does not specifically define it, as such tools could also be utilized by semi-nomadic societies. Thus, the establishment of permanent settlements is the key element that characterizes sedentism in prehistoric contexts.

9. What does a flake scar represent?

- A. A decorative mark on artifacts
- B. The positive impression left on the core
- C. The negative impression left on a core after flake removal**
- D. An identification mark for specific tool types

A flake scar represents the negative impression left on a core after a flake is removed during the process of lithic reduction, which is a technique used in the creation of stone tools. When a flintknapper strikes a core stone to detach a flake, the area from which the flake was removed will display a distinct mark or scar. This scar indicates not only the location of the flake removal but can also provide information about the methods and techniques used in the tool-making process, as well as insights into the characteristics of the core material itself. By examining these scars, archaeologists can gather data on the skill level of the tool maker, the types of tools produced, and the overall technology of past societies. In contrast to the other options, a decorative mark does not convey functional or technical information related to tool production, the positive impression on the core refers to the remaining core shape rather than the scar itself, and identification marks for specific tool types aren't typically the function of flake scars, which focus more on the manufacturing process and material analysis.

10. What is one of the main purposes of Upper Palaeolithic cave art according to various theories?

- A. To record historical events
- B. To document everyday life
- C. To promote fertility and initiation rites**
- D. To mark territory

The main purpose of Upper Paleolithic cave art, particularly in the context of various anthropological theories, is often thought to be related to promoting fertility and initiation rites. This interpretation arises from the pervasive depiction of animals that were vital for survival, alongside human figures and symbols that suggest ritualistic significance. Scholars propose that these artworks may have been involved in shamanistic practices or fertility-related rituals aimed at ensuring bountiful hunts or successful reproduction of both animals and humans. In many instances, the caves where these artworks are found, such as those in Lascaux and Chauvet, contain images that seem to reflect concerns about the natural world and human existence, indicating a shared cultural belief in the interconnectedness of life forces. The focus on fertility is supported by the reoccurring motifs of pregnant animals or abstract symbols that could represent fertility. The other options, while they may represent valid functions for certain cultures or periods, don't align as closely with the prevalent interpretations of Upper Paleolithic art. Recording historical events or documenting everyday life does not encapsulate the spiritual and ritualistic dimensions that many theories suggest. Marking territory could relate to other forms of art or symbolism but is less commonly associated with the cave paintings, which primarily express cultural and ritualistic meanings.

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://uoft-uoftant100y1midterm.examzify.com>

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