

Achievement Standard

Subject Reference	Mathematics and Statistics 2.3		
Title	Apply sequences and series in solving problems		
Level	2	Credits	2
		Assessment	Internal
Subfield	Mathematics		
Domain	Algebra		
Status	Registered	Status date	19 November 2015
Planned review date	31 December 2020	Date version published	19 November 2015

This achievement standard involves applying sequences and series in solving problems.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Apply sequences and series in solving problems. 	<ul style="list-style-type: none"> Apply sequences and series, using relational thinking, in solving problems. 	<ul style="list-style-type: none"> Apply sequences and series, using extended abstract thinking, in solving problems.

Explanatory Notes

- This achievement standard is derived from Level 7 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the achievement objective
 - use arithmetic and geometric sequences and series in the Mathematics strand of the Mathematics and Statistics Learning Area. It is also related to the material in the *Teaching and Learning Guide for Mathematics and Statistics*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of the *Marautanga* achievement objectives to which this standard relates, see the [Māori version](#) of the standard.

- Apply sequences and series in solving problems* involves:
 - selecting and using methods
 - demonstrating knowledge of concepts and terms
 - communicating using appropriate representations.

Relational thinking involves one or more of:

- selecting and carrying out a logical sequence of steps
- connecting different concepts or representations
- demonstrating understanding of concepts
- forming and using a model;

and also relating findings to a context or communicating thinking using appropriate mathematical statements.

Extended abstract thinking involves one or more of:

- devising a strategy to investigate a situation
- identifying relevant concepts in context
- developing a chain of logical reasoning, or proof
- forming a generalisation

and also using correct mathematical statements, or communicating mathematical insight.

- 3 Problems are situations that provide opportunities to apply knowledge or understanding of mathematical concepts and methods. Situations will be set in real-life or mathematical contexts.
- 4 Methods include a selection from those related to:
 - the general term of a sequence
 - a partial sum of a sequence
 - the sum to infinity of a geometric series
 - finding the value of the first term, common difference or common ratio of a sequence
 - finding the number of terms in a sequence.
- 5 Methods could require solving equations, which could involve using logarithms.
- 6 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Replacement Information

This achievement standard replaced AS90290, AS90806, and unit standard 5248.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

Paerewa Paetae

Aronga	Pāngarau 2.3		
Ingoa	Te whakamahi tapeke raupapa hei whakaoti rapanga		
Kaupae	2	Whiwhinga	2
		Aromatawai	Ā-roto
Marau akoranga	Te Marautanga o Aotearoa		
Kokonga akoranga	Pāngarau		
Mana rēhita	Kua rēhitatia	Te rā i mana ai	19 Whiringa-ā-rangi 2015
Te rā e arotakengia ai	31 Hakihea 2020	Te rā i puta ai	8 Hakihea 2015

Te Hononga ki te Marautanga

I ahu mai tēnei paerewa paetae i te Taumata 7 o *Te Marautanga o Aotearoa*, i whakaputaina e Te Pou Taki Kōrero i te tau 2008.

Whāinga Paetae

Te Taurangi me te Tuanaki, Te Taurangi me te Pānga
3 Ka whakamahi i ngā tapeke raupapa tāpiri me ngā tapeke raupapa whakarea hoki.

E hono ana ki te Papa Whakaako mō te Pāngarau kei te pae tukutuku nei:
<http://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa/Taumata-Matauranga-a-Motu-Ka-Taea>.

Te Hononga ki *The New Zealand Curriculum* (NZC)

I ahu mai hoki tēnei paerewa paetae i *The New Zealand Curriculum*. Mō ngā kōrero e pā ana ki ngā whāinga paetae o te NZC e hāngai ana ki tēnei paerewa, tirohia te [putanga reo Pākehā](#) o te paerewa.

Te Hononga ki ngā Tikanga Aromatawai

Arā ngā Tikanga Aromatawai mō tēnei paerewa paetae, kei te:
<http://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa/Taumata-Matauranga-a-Motu-Ka-Taea>.

Paerewa Paetae

<p>Paetae Te whakamahi tapeke raupapa hei whakaoti rapanga.</p>	<p>Hei tohu i te paetae:</p> <ul style="list-style-type: none"> • Ka whiriwhiri, ka whakamahi i ētahi tikanga tapeke raupapa whānui hei whakaoti rapanga. • Ka whakaatu mōhiotanga ki ngā huatau tapeke raupapa me ngā kupu e hāngai ana hei whakaoti rapanga. • Ka whakamārama i ngā otinga mēnā kotahi, e rua rānei ngā mahi o roto i te tikanga i whakamahia ai.
<p>Kaiaka He kaiaka te whakamahi tapeke raupapa hei whakaoti rapanga.</p>	<p>Hei tohu i te kaiaka:</p> <ul style="list-style-type: none"> • Ko te whakaaro tūhonohono te mea nui. Arā, kia kotahi, nui ake rānei o ēnei: <ul style="list-style-type: none"> – ka whiriwhiri, ka whakatutuki raupapatanga mahi arorau hei whakaoti rapanga – ka tūhono i ētahi huatau rerekē, i ētahi whakaahuahanga rerekē rānei hei whakaoti rapanga – ka whakaatu māramatanga ki ngā huatau e hāngai ana – ka hanga, ka whakamahi tauira. • Ka tūhono i ngā otinga ki tētahi horopaki, ka whakamahi rānei i ngā kīanga pāngarau hei whakawhitiwhiti whakaaro.
<p>Kairangi He kairangi te whakamahi tapeke raupapa hei whakaoti rapanga.</p>	<p>Hei tohu i te kairangi:</p> <ul style="list-style-type: none"> • Ko te whakaaro waitara te mea nui. Arā, kia kotahi, nui ake rānei o ēnei: <ul style="list-style-type: none"> – ka waihanga rautaki hei tūhura, hei whakaoti rānei i tētahi rapanga – ka tautohu i ngā huatau e hāngai ana ki te horopaki – ka whakaputa i tētahi raupapatanga whakaaro arorau, i tētahi hāponotanga rānei – ka hanga whakawhānuitanga. • Ka whakamahi i ngā kīanga pāngarau tika hei whakawhitiwhiti i te aroā pāngarau.

Kōrero Āpiti

1 E whai ake nei ngā whakamārama o ngā tino kupu, kīanga rānei:

rapanga	Ko ngā āhuetanga o ia rā, ngā āhuetanga pāngarau rānei ka whai wāhi mai te whakamahinga o te mātauranga pāngarau, o ngā huatau pāngarau, o ngā tikanga pāngarau rānei.
ko ngā momo whārite	Ka whai wāhi ki ngā whārite taupū kōaro.

2 Kia taunga te ākongā ki ngā tikanga o te tapeke raupapa:

- te taurangi whānui o te raupapa
- te tapeke o ētahi o ngā tau (t_1 ki te t_n) o te raupapa
- te tapeke o ngā tau mutunga kore o te tapeke raupapa whakarea

- te kimi i te uara o te tau tuatahi (t_1), te rahi o te tāpiritanga o te tapeke raupapa tāpiri, te rahi rānei o te whakareatanga o te tapeke raupapa whakarea
- te kimi i te maha o ngā tau i te raupapa.

Kuputaka:

āroā pāngarau

mathematical insight

kīanga pāngarau

mathematical statement

whakaaro tūhonohono

relational thinking

whakaaro waitara

abstract thinking

He Kōrero mō te Whakakapi

Koinei hei whakakapi i ngā paerewa paetae AS90290 me AS90806, me te paerewa 5248.

Tātari Kounga

- 1 Me mātua whakamana ngā Kaituku Akoranga me ngā Whakahaere Whakangungu Ahumahi e te Mana Tohu Mātauranga o Aotearoa ka rēhita ai i ngā hua ka puta mai i ngā aromatawai ki ngā paerewa paetae.
- 2 Ko ngā Kaituku Akoranga me ngā Whakahaere Whakangungu Ahumahi kua mana, ā, e aromatawai ana i ā rātou hōtaka ki ngā paerewa paetae, me uru rātou ki ngā pūnaha whakaōrite e tika ana mō aua paerewa paetae.

Ko te tohutoro ki te Mahere Whakamana, Whakaōritenga hoki

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