

## Facets of Integration in Economic and Management Sciences: Theory, Learning–Teaching, Assessment and Metaphor

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**ABSTRACT** This study is conceptualised against the background of addressing the principle of integration which is one of the fundamental issues of the National Curriculum Statement for Economics and Management Sciences (EMS) curriculum. A desk top review and document analysis were used to retrieve document, research articles, and anecdotal notes from teachers to reflect critically on fundamental issues pertaining to EMS at school level in the North West Province. Within the context of a new curriculum paradigm, the article establishes that EMS is an integrated discipline. Given that this is a subject in the new school curriculum, there are teaching and learning dimensions of EMS that need to be more carefully understood in order for effective instruction to take place. Within the phenomenographic paradigm, the theory of variation is presented and discussed as a useful theoretical resource for understanding learning in such a way that we are able to conceptualise more effective ways of teaching EMS. It is argued that understanding EMS and the constituents of EMS in the way presented in this article is not completely unproblematic. Nevertheless, understanding EMS in this way has powerful implications for thinking about effective EMS education in schools.