

SCO INTERNATIONAL - FINANCE OLYMPIAD

GRADE 2

FINANCE OLYMPIAD SYLLABUS

A globally aligned early financial literacy syllabus for schools, teachers, parents, and students. It supports practical money sense through stories, classroom discussion, record-keeping, and simple decision-making.

Ways to Earn	Spending	Saving	Simple Budgets	Money Safety
Piggy Bank	Record Keeping	Fair Choices	Needs & Wants	Grade 2

Official Syllabus — SCO International Finance Olympiad Class 2

Advanced early-primary stage: receiving money responsibly, earning through effort, making basic budgets, keeping simple records, and choosing fairly in daily life.

Global standard alignment

This syllabus is benchmarked with international financial-literacy frameworks that emphasize money and transactions, planning and managing finances, saving/spending choices, income awareness, responsible decision-making, and age-appropriate consumer safety. It intentionally avoids complex banking, credit, interest, investment, and adult financial products at Grade 2 level.

Global reference area	How it appears in Class 2 IFKO	Assessment style
Money and transactions	Recognise money as something received, saved, spent, shared, and recorded.	Story-based MCQs with simple counting.
Planning and managing finances	Create save-spend-share budgets and check whether all money is accounted for.	Budget-completion and missing-number problems.
Income and earning awareness	Differentiate gifts, rewards, allowance, and adult work/service earning.	Concept classification questions.
Responsibility, safety, and fairness	Avoid keeping lost money, protect money safely, and make thoughtful choices.	Scenario and ethics questions.
Record-keeping and reflection	Read simple piggy-bank records across days.	Step-by-step addition/subtraction records.

Exam overview

Details	Description
Exam Name	SCO International Finance Olympiad
Grade	Class 2
Duration	60 minutes
Type	Objective multiple-choice
Recommended Question Count	35 questions
Pedagogy	Story-based, age-fit, practical, ethical, and globally understandable
Core Skill	Plan money using save, spend, share, and record habits

Chapter-wise syllabus with small notes and learning outcomes

No.	Chapter	Small Notes for Learning	Learning Outcomes
1	Ways to Earn	Children learn that money may be received as gifts, allowances, rewards, or small age-appropriate responsibilities. Adults usually earn through work, business, or services.	Identify fair ways of receiving money and distinguish work/reward from gifts or unsafe choices.
2	Earning vs. Spending	Students compare money coming in and money going out. They learn that spending uses money and that receiving money does not always mean earning through work.	Classify examples as earning/receiving, spending, saving, or sharing, and explain simple money changes.
3	Simple Budgets	Students use small totals to make a plan before using money. Budgets include clear parts such as save, spend, and share.	Create and check simple budgets that add correctly to the total amount available.
4	Save, Spend, Share in Daily Life	Students connect money decisions to goals, needs, wants, kindness, and patience. The focus is balance, not memorising rules.	Choose thoughtful plans that protect future goals while allowing reasonable spending and sharing.
5	Piggy Bank Record-Keeping	Students practise small records across days using add/spend steps. They learn that writing records avoids guessing.	Calculate final totals from basic records and identify missing or incorrect entries.
6	Honesty, Safety, and Wise Choices	Students learn safe storage, honest handling of lost money, and careful choices when needs and wants compete.	Select honest, safe, and responsible decisions in daily-life money scenarios.

Recommended grade-wise assessment blueprint

Section	Focus	Suggested Items	Difficulty Mix
Foundation	Meaning of earning, spending, saving, sharing, money safety	10–12	Easy to moderate
Applied stories	Daily-life decisions at home, school shop, book corner, classroom charity box	12–14	Moderate
Record and budget reasoning	Piggy-bank entries, missing totals, plan validation	7–9	Moderate to high for Grade 2
Achievers / higher reasoning	Multi-step save-spend-share decisions and fairness puzzles	4–6	High but age-appropriate

Teacher and school implementation notes

- Use neutral “coins” or “money units” to keep the exam internationally accessible across countries and currencies.
- Avoid adult product topics such as loans, credit cards, interest calculations, tax, insurance, or investment products at this grade level.
- Use classroom objects such as three jars, a piggy-bank chart, and simple daily records to make abstract ideas visible.
- Encourage ethical reasoning: returning lost money, planning before buying, and choosing needs before wants when money is limited.
- Assess reasoning through child-friendly stories, not only arithmetic.

Parent / home practice ideas

A simple weekly activity can be: write what came in, what was saved, what was spent, what was shared, and what remains. The aim is confidence, honesty, and thoughtful choice-making, not pressure to handle large amounts of money.

Research and framework references used for alignment

- OECD/INFE financial literacy frameworks for youth and children: money, planning, saving, spending, and managing financial decisions.
- EU/OECD financial competence framework for children and youth: money and transactions; planning and managing finances; risk awareness; financial landscape.
- Jump\$tart Coalition / Council for Economic Education National Standards for Personal Financial Education: earning income, spending, saving, managing money, and decision-making.
- OECD PISA financial literacy framework: everyday spending, budgeting, financial documents, and reasoning about money decisions.