

SCO INTERNATIONAL FINANCE OLYMPIAD

CLASS 4 OFFICIAL SYLLABUS

SCO International Finance Olympiad

Designed for Grade 4 learners to build practical banking awareness, saving confidence, and responsible money habits.

- globally relevant personal finance foundations for schools, teachers, parents and students
- banking basics, deposits, withdrawals, account registers, simple interest and budget revision under constraints
- chapter-wise small notes, learning outcomes, pedagogy guidance

Banking	Saving	Deposits	Withdrawals	Balance	Interest
Budgeting	Records	Safety	Choices	Planning	Life Skills

SCO International Finance Olympiad: Class 4 Syllabus

Grade 4 focuses on practical money understanding. Students learn how a piggy bank differs from a bank account, how deposits and withdrawals change a balance, why a written record matters, what simple interest means in words, and how to revise a budget when an unexpected expense appears.

Detail	Description
Exam Name	SCO International Finance Olympiad
Class / Grade	Class 4 / Grade 4
Level Theme	Banking Basics and Introduction to Interest
Duration	60 minutes
Question Type	Objective MCQ with case-study, register-reading, matching and reasoning questions
Primary Skills	Balance tracking, priority setting, money safety, record keeping, and real-life budget revision

Global Learning Alignment

This syllabus is designed in harmony with international financial-literacy learning expectations: practical money decisions, planning, saving, risk awareness, use of simple financial records, and age-appropriate understanding of financial services. The structure supports applied reasoning rather than memorisation.

Global Reference Area	How Class 4 IFKO Aligns
Financial knowledge	Students learn basic meanings: bank account, piggy bank, deposit, withdrawal, balance, account register and interest.
Financial behaviour	Students practise saving, tracking, revising budgets and reducing flexible spending when a priority expense appears.
Financial attitudes	Students develop responsible habits: safety, honesty, patience, planning and thoughtful choice-making.
Applied literacy	Questions use stories, account records, school-life situations and simple arithmetic to assess real understanding.

Chapter-wise Syllabus with Small Notes and Learning Outcomes

No.	Chapter	Small Notes for Learning	Learning Outcomes
1	Bank vs. Piggy Bank	Students compare home-based saving with financial-institution saving. The focus is safety, record-keeping, access, and why larger or long-term savings need better tracking.	Explain the difference between keeping money at home and keeping money in a financial institution; identify when a piggy bank is useful and when a bank account is safer.
2	Deposits and Withdrawals	Students learn that money added to an account is a deposit and money taken out is a withdrawal. They practise simple plus/minus balance changes.	Record deposits and withdrawals correctly and calculate the new balance after one or more transactions.
3	Simple Account Registers	Students read a simplified register showing opening balance, deposits, withdrawals, interest, charges and closing balance.	Interpret an account register, detect simple balance errors, and explain how a written record helps a saver.

4	Simple Interest Concept	Students understand interest as extra money that may be added as a reward for saving. Formula-based interest is not required at this level.	Explain interest in words, identify examples where a balance grows without a new deposit, and solve very simple interest-addition cases.
5	Budget Revision	Students revise a plan when an unexpected expense appears. They learn to protect savings and important needs while reducing flexible wants.	Adjust a simple monthly plan under constraints and justify which spending choices should be delayed, reduced or removed.
6	Money Safety and Wise Choices	Students connect finance with responsibility: private information, safer storage, checking records, and avoiding careless cash handling.	Choose safe financial behaviours and explain why records, privacy and careful planning protect money.

Recommended Pedagogy for Schools and Teachers

Teaching Focus	Classroom Use
Story-first learning	Use everyday contexts: school projects, notebooks, pocket money, help boxes, snack choices and savings goals.
Record-based practice	Use mini account-register tables so students connect addition/subtraction with financial meaning.
Reasoning over memorisation	Ask students to explain why an option is correct and why other options are weaker.
Values and safety	Discuss privacy, honesty, delayed gratification and safe handling of money using age-appropriate examples.
Inclusive global language	Use “money units” where required so students from different countries can apply the concept to their own currency.

Assessment Blueprint

Skill Area	Suggested Weight	Question Style
Bank vs. Piggy Bank	20%	Scenario-based comparison and safety reasoning
Deposits, Withdrawals and Balance	30%	Mini-register calculations and transaction classification
Simple Interest Concept	15%	Interest as extra reward; simple addition of interest
Budget Revision	25%	Unexpected-expense cases and priority decisions
Achievers / Higher Reasoning	10%	Multi-step register + budget + judgement questions

Preparation Guidance for Students and Parents

- Practise reading small tables: opening balance, deposit, withdrawal and closing balance.
- Use real-life examples such as saving for a book, paying for a school project, or revising snack spending.
- Ask the child to speak the reasoning aloud: “deposit means add”, “withdrawal means subtract”, and “interest means extra reward for saving”.

- Use weekly practice instead of last-minute memorisation; the exam tests careful thinking and life-linked understanding.

Official Learning Outcome Statement

By the end of Class 4 IFKO preparation, learners should be able to compare safe saving methods, maintain a simplified account register, recognise deposits and withdrawals, explain simple interest in everyday language, and revise a budget responsibly when priorities change.