



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

**Higher Secondary School
Certificate (HSC)**

**Examination Syllabus
&
Model Paper
(For the Year 2024)**

ACCOUNTING – XI

Prepared by:

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Preface

Ziauddin University Examination Board (ZUEB) was established by the Sindh ACT XLI 2018, with the aim of improving the quality of education. The Board administers examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) based on the latest Reviewed National Curriculum by Directorate Curriculum Assessment and Research (DCAR) Sindh. ZUEB has a mandate by Ordinance to offer such examination services to English /Urdu and Sindhi medium candidates for SSC and HSSC from private schools in Sindh. This examination syllabus exemplifies ZUEB's commitment to provincial educational goals.

The Examination Board has prepared with the help of subject professors, subject wise syllabus. It is important to make the difference between syllabus and curriculum. The syllabus of a subject is considered as a guide for the subject teacher as well as the students. It helps the students understand the subject in detail. It also helps students to anticipate what is expected from them while preparing for the exams.

This examination syllabus brings together all those cognitive outcomes of the Provincial Curriculum statement which can be reliably and validly assessed. While the focus is on the cognitive domain, particular emphasis is given to the application of knowledge and understanding.

The examination syllabus is uploaded on the ZUEB website. This is done to help affiliated schools in planning their teaching. It is the syllabus, not the prescribed textbook which is the basis of the ZUEB examinations. In addition, the ZUEB examination syllabus is used to develop learning support materials for students and teachers. The examination board stand committed to all students who have embarked upon the SSC, and HSSC courses in facilitating their learning outcomes. Our examination syllabus document ensures all possible support.

On the Ziauddin University Examination Board website, a tab e –resource is made available which provides resource material in all subjects both in text form in line with the curriculum and also videos on topics to give students access to learn at their own pace and own time. These 15 to 20 minutes videos are prepared around subject concept / topics. These videos are available to the students for revisiting a lesson taught by their teacher or watch it prior to the lesson and as a reinforcement strategy. The work on videos is in progress and new titles will be uploaded.

Please look out for the videos on the given website.

Humbly Yours;



Shahbaz Nasim
Academic Head

Aims of the syllabus of Principles of Accounting I:

The Aims of teaching Principles of Accounting to students at Higher Secondary School Level are to:

- Introduce them to the expertise of recording, classifying and summarizing business transactions and activities.
- Help them prepare financial statements.
- Providing them with the required accounting knowledge to interpret financial results, therefore, educating them on financial decision making and its impact on business.
- Creating interest in accounting, and fostering the development of a solid foundation for future specialized study and career path in the field of Accounting, Financial Accounting, Auditing, Finance and related fields.

ZIAUDDIN UNIVERSITY EXAMINATION BOARD
STUDENT LEARNING OUTCOMES (SLO) CATEGORIZATION
XI- ACCOUNTING
Detailed Syllabus

Topics	Sub-Topics	Student Learning Outcomes	Cognitive Levels		
			K	U	A
Basic Concepts	Definition Accounting equation, Rules of debit & credit	<ul style="list-style-type: none"> • Define accounting. • Explain the necessity, objectives and functions of accounting. • Elaborate on Systems of Accounting. • Describe the Branches of Accounting. • Define book keeping; explain objectives of book keeping; • Differentiate between Accounting & Book-keeping. • Define Double Entry System, Describe its advantages & disadvantages. • Define Accounting Equation and its components & rules. • Application of Accounting Equation in different business transactions. • Describe Accounting Rules, Concepts, conventions, and terms. • Explain Accounting Cycle. 	* * * *	* * * *	 *
General Journal	Definition. Characteristics. Classification. Rules. Journalizing.	<ul style="list-style-type: none"> • Define a Journal • Describe characteristics & advantages of using a journal • Classify Journals • Define General Journal • Elaborate the rules of Debit & Credit • Record transactions in General Journal. 	* *	* *	 *
Ledger Posting	Definition Characteristics Advantages. Ledger Posting	<ul style="list-style-type: none"> • Define a General Ledger • Describe characteristics & advantages of using a ledger • Distinguish between Journal & Ledger • Prepare General Ledger. • Define Trial Balance 	* *	* *	 *

	Trial Balance	<ul style="list-style-type: none"> Explain the characteristics and steps for constructing a trial balance Prepare Trial Balance 		*	*
Cash Book	Definition Features Advantages Types of Cash book	<ul style="list-style-type: none"> Define Cash book Explain features of a Cash book Describe advantages of using cash book Explain the three types of Cash book. Explain Contra Entry. Prepare the three types of Cash book. 	*	*	*
Petty Cash Book	Definition Advantages and Precautions Systems of Petty Cash Book	<ul style="list-style-type: none"> Define Petty Cash book Describe advantages and precaution in using Petty Cash Book. Explain Ordinary System and Imprest System of Petty Cash Book Prepare Petty Cash Book 	*	*	*
Special Journals	Definitions Advantages Purchase Journal Sales Journal Purchase and Sales Return Journals	<ul style="list-style-type: none"> Define the types of Subsidiary Journals. Explain advantages of subsidiary Journals. Differentiate between trade & cash discount Describe Debit Note & Credit Note Prepare all types of Special Journals 	*	*	*
Bank Reconciliation Statement	Definitions Importance. Differences and Treatment. Preparation of Bank Reconciliation Statement.	<ul style="list-style-type: none"> Define Bank Reconciliation Statement Explain importance of Bank Reconciliation Statement. Define different transactions that appear in bank reconciliation statement. Discuss differences b/w cash book & B.S and their treatment Explain steps in preparing bank reconciliation statement Prepare bank reconciliation statement 	*	*	*
Correction of Errors	Types of Errors. Pass entries to correct errors.	<ul style="list-style-type: none"> Describe the types of errors Differentiate b/w error of book-keeping and error of the trial balance 	*	*	

		<ul style="list-style-type: none"> • Differentiate b/w error of omission and error of commission. • Rectify entries containing errors 		*	*
Adjusting and Reversing entries	Adjusting entries Reversing entries	<ul style="list-style-type: none"> • Explain Adjusting entries • Prepare adjustments for entries of various types of expenses, income, assets, liabilities' items. • Explain Reversing entries and its rules. • Pass reversing entries 		*	*
Financial Statements, Closing Entries and Opening Entries.	Income statement Balance Sheet Closing Entries Opening Entries	<ul style="list-style-type: none"> • Define Financial Statements • Explain types of financial statements • Define key elements of the different financial statements • Prepare Income Statement including adjustments. • Prepare Balance Sheet. • Prepare Closing entries in General Journal • Prepare Opening entries in General Journal. 	*	*	*

Table of Specification (TOS)

Table 1: Number of Student Learning outcomes (SLOs) and their cognitive distribution

Topic No.	Topic	Student Learning Outcomes			Total
		K	U	A	
1	Basic Concepts	4	6	1	11
2	General Journal	2	3	1	6
3	Ledger Posting & Trial Balance	2	3	2	7
4	Cash Book	1	4	1	6
5	Petty Cash Book	1	2	1	4
6	Special Journals	1	3	1	5
7	Bank Reconciliation Statement	2	3	1	6
8	Correction of Errors	1	2	1	4
9	Adjustments	0	2	2	4
10	Financial Statements, Closing & Opening Entries	2	1	4	7
	Total	16	29	15	60
	Percentage (%)	27%	48%	25%	100%

Note:

1. Table 1 identifies the Student Learning objectives and their cognitive distribution (Knowledge, Understanding, Application).
2. The table illustrates that the share of knowledge is 27% with 16 SLOs, Understanding is 48% with 29 SLOs and Application is 25% with 15 SLOs
3. Since HSCI is a foundation for developing fundamental concepts, hence, great emphasis has been given to understanding (48%) new concepts and ideas.
4. Please note that Table 1 does not translate to marks distribution in the exam paper and weightage of each topic is calculated separately in Table 3

Table 2: No. of SLOs and their % Share per Topic

Topic No	Topic	Total SLOs	% Share of SLOs
1	Basic Concepts	11	18%
2	General Journal	6	10%
3	Ledger Posting & Trial Balance	7	12%
4	Cash Book	6	10%
5	Petty Cash Book	4	7%
6	Special Journals	5	8%
7	Bank Reconciliation Statement	6	10%
8	Correction of Errors	4	7%
9	Adjustments	4	7%
10	Financial Statements, Closing & Opening Entries	7	12%
	Total	60	100%

Note:

1. Table 2: Shows the % share of SLOs per Topic.
2. The Topic of Basic Concepts/Introduction to Accounting has the highest % share of SLOs at 18%, followed by Ledger Posting, and financial statements at 12% each. The reason being that these Topics covers most of the fundamental concepts of accounting.
3. Please note that Table 2 does not translate to marks distribution in the exam paper and weightage of each topic is calculated separately in Table 3

Table 3: Exam Paper Specification, Topic Difficulty, Types of Questions, No. of Questions per Topic, Marks Allocation Per Section

Topics	Difficulty Level	Section A	Section B	Section C
		MCQs @ 1 mark each	CRQ/SAQs @ 10 marks each	ERQ/DAQs @ 20 marks each
Basic Concepts	Easy	2	2	1
General Journal	Easy	2		
Ledger Posting and Trial Balance	Easy	2		
Cash Book	Moderate	2	2	1
Petty Cash Book	Easy	2		
Special Journals	Moderate	2		
Bank Reconciliation Statement	Moderate	2		
Correction of Errors	Moderate	2		
Adjustments	Moderate	2	2	1
Financial Statements, Closing entries, Opening entries	Moderate Difficult	2		
Total questions to be given		20	6	3
Total questions to be attempted		20	4	2
Maximum marks obtainable		20	40	40

Note:

1. Table 3 displays Paper specification, Topic difficulty level, 3 types of Questions used in the paper, and their marks distribution per Section.
2. The Exam Paper consists of 3 Sections:
 - a. Section A = Multiple Choice Questions (MCQs)
 - b. Section B = Short Answer Questions / Constructive Response Questions (CRQs)
 - c. Section C = Detailed Answer Questions / Extended Response Questions (ERQs); require more detailed answers necessitating a broader understanding of concepts, and complex calculations compared to CRQ

ZIAUDDIN UNIVERSITY EXAMINATION BOARD
GRADE XI – ACCOUNTING
SCHEME OF ASSESSMENT

Maximum Marks: 100

Section ‘A’: Multiple Choice Questions (20%) 20 Marks **(1x20=20)**

Multiple Choice Question will cover the complete Syllabus

- Each MCQ carries 1 mark
- Given MCQs will be = 20 MCQs
- All MCQs to be answered

Section ‘B’: Short Answer Questions (40%) 40 Marks **(4x10=40)**

- Short Answer Question must be given from the prescribed Syllabus all content is to be followed.
- Six (6) Short Answer Questions may be given. Each Question having (10 Marks). In this Section Student shall attempt (4 Questions).

Section “C” (Detailed Answer Questions) (40%) 40 Marks **(2x20=40)**

- Three (03) Detailed Answer Questions may be given in this section and (2 Questions) are to be answered and each Question having (20 Marks).

DEFINITIONS OF COGNITIVE LEVELS

Remember

Remembering is the act of retrieving knowledge and can be used to produce things like definition or lists. The student must be able to recall or recognize information and concepts. The teacher must present information about a subject to the student, ask questions that require the student to recall that information and provide written or verbal assessment that can be answered by remembering the information learnt.

Question Stems

- Can you name all the ...?
- Describe what happens when ...?
- How is (are) ...?
- How would you define ...?
- How would you identify ...?
- How would you outline ...?
- How would you recognize...?
- List the ... in order.
- What do you remember about ...?
- What does it mean?
- What happened after?
- What is (are) ...?
- What is the best one?
- What would you choose ...?
- When did ...?
- Where is (are) ...?
- Which one ...?
- Who spoke to ...?
- Who was ...?
- Why did ...?

Understand

The next level in the taxonomic structure is Understanding, which is defined as the construction of meaning and relationships. Her the student must understand the main idea of material heard, viewed, or read and interpret or summarize the ideas in their own words. The teacher must ask questions that the student can answer in their own words by identifying the main idea.

Question Stems

- Can you clarify...?
- Can you illustrate ...?
- Condense this paragraph.
- Contrast ...
- Does everyone think in the way that ... does?
- Elaborate on ...
- Explain why ...
- Give an example
- How can you describe
- How would you clarify the meaning
- How would you compare ...?
- How would you differentiate between ...?
- How would you describe...?
- How would you generalize...?
- How would you identify ...?
- Is it valid that ...?
- Is this the same as ...?
- Outline ...
- Select the best definition
- State in your own words
- This represents ...
- What are they saying?
- What can you infer from ...?
- What can you say about ...?
- What could have happened next?
- What did you observe?
- What does this mean?
- What expectations are there?
- What information can you infer from

	<ul style="list-style-type: none"> • What is the main idea of ...? • What restrictions would you add ...? • What seems likely? • What seems to be ...? • What would happen if ...? • What would happen if ...? • Which are the facts? • Which statements support ...?
<p>Apply The third level in Bloom's taxonomy, Applying marks a fundamental shift from the pre-Bloom learning era because it involves remembering what has been learnt, having a good understanding of the knowledge, and applying it to real-world exercises, challenges or situation. Students must apply an abstract idea in a concrete case to solve a problem or relate it to prior experience. The teacher must provide opportunities for students to use theories and problem-solving techniques in new situations and review and check their work. Assessment questions should be provided that allow students to define and solve problems.</p> <p>Question Stems</p> <ul style="list-style-type: none"> • Can you group by characteristics such as...? • Choose the best statements that apply • Clarify why ... • Do you know of another instance where...? • Draw a story map • Explain why a character acted in the way that he did • From the information given, can you develop a set of instructions about ...? • How could you develop ...? • How would you change ...? • How would you demonstrate...? • How would you develop ... to present 	<p>Analyze Analyzing is the cognitive level where students can take the knowledge they have remembered, understood and applied, then delve into that knowledge to make associations, discernments or comparisons. Students should break down a concept or idea into parts and show relationship between these parts. Teachers must give student time to examine concepts and their requisite elements. Students are required to explain why they chose a solution.</p> <p>Question Stems</p> <ul style="list-style-type: none"> • Can you distinguish between ...? • Can you explain what must have happened when ...? • Determine the point of view, bias, values, or intent underlying the presented material • Discuss the pros and cons of ... • How can you classify ... according to ...? • How can you compare the different parts? • How can you sort the different parts...? • How is ... connected to ...? • How is ... similar to ...? • How would you categorize...? • How would you explain? • If ... happened, what might the ending have been? • State the point of view of ... • What are some of the problems of ...? • What assumptions ...? • What can you infer about...? • What can you point out about? • What conclusions ...? • What do you see as other possible outcomes? • What does the author assume? • What explanation do you have for ...?

<ul style="list-style-type: none">• How would you explain ...?	<ul style="list-style-type: none">• What ideas justify the conclusion?• What ideas validate...?• What is the analysis of ...?• What is the function of ...?• What is the problem with ...?• What motive is there?• What persuasive technique is used?• What statement is relevant?• What was the turning point?• What were some of the motives behind...?• What's fact? Opinion?• What's the main idea?• What's the relationship between?• Which events could not have happened?• Why did ... changes occur?• Why do you think?
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BLOOMS TAXANOMY WITH EXAMPLES

If you are a teacher looking for ways to engage your students in learning, this LIST of questions might be interesting for your classroom practice. Bloom's Taxonomy question stems can help elicit higher-order thinking skills and promote critical thinking among learners at different taxonomy levels. These question stems can also encourage students to think about their knowledge through reflection before answering questions.

ACTION WORDS FOR COGNITIVE LEVELS

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	Analyze	reframe	design
identify	describe	apply	Appraise	criticize	compose
describe	interpret	illustrate	judge	evaluate	create
label	paraphrase	modify	support	order	plan
list	summarize	use	compare	compare	combine
name	classify	calculate	decide	classify	formulate
state	compare	change	discriminate	contrast	invent
match	differentiate	choose	recommend	distinguish	hypothesize
recognize	discuss	demonstrate	summarize	infer	substitute
select	distinguish	discover	assess	separate	write
examine	extend	experiment	choose	explain select	compile
locate	predict	relate	convince	categorize	construct
memorize	associate	show	defend	connect	develop
quote	contrast	sketch	estimate	differentiate	generalize
recall	convert	complete	grade	divide	integrate
reproduce	demonstrate	construct	measure	order	modify
tabulate	estimate	dramatize	predict	prioritize	organize
tell Copy	express	interpret	rank	survey	prepare
discover	identify	manipulate	score	calculate	produce
duplicate	indicate	paint	select	conclude	rearrange
enumerate	infer	prepare	test	deduce	rewrite
listen	relate	act	conclude	devise	adapt
observe	restate	collect	consider	diagram	anticipate
omit	select	compute	critique	dissect	arrange
read	translate	explain list	debate	estimate	assemble
recite record	ask	operate	distinguish	evaluate	choose
repeat retell	cite	practice	editorialize	experiment	collaborate
visualize	discover	simulate	justify	focus	facilitate
	generalize	transfer write	persuade	illustrate	imagine
	group		rate	organize	intervene
	illustrate		weigh	outline	make
	judge			plan	manage
	observe			question	originate
	order			test	propose
	report				simulate solve
					support test
					validate

	represent research review rewrite show				
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HSC PART I EXAMINATION
MARKS BREAKUP GRID FOR EXAMINATION 2024

GROUP: PRE-MEDICAL-I

Subject	Theory	ATP	Total
English	100	-	100
Urdu Normal/ Sindhi Normal	100	-	100
Islamic Education/ Civics	50	-	50
Physics	85	15	100
Chemistry	85	15	100
Biology	85	15	100
Total	505	45	550

GROUP: PRE-ENGINEERING-I

Subject	Theory	ATP	Total
English	100	-	100
Urdu Normal/ Sindhi Normal	100	-	100
Islamic Education/ Civics	50	-	50
Physics	85	15	100
Chemistry	85	15	100
Mathematics	100	-	100
Total	520	30	550

GROUP: COMPUTER SCIENCE-I

Subject	Theory	ATP	Total
English	100	-	100
Urdu Normal/ Sindhi Normal	100	-	100
Islamic Education/ Civics	50	-	50
Physics	85	15	100

Computer Science	75	25	100
Mathematics	100	-	100
Total	510	40	550

GROUP: COMMERCE-I (PRIVATE/REGULAR)

Subject	Theory	ATP	Total
English	100	-	100
Urdu Normal/ Sindhi Normal	100	-	100
Islamic Education/ Civics	50	-	50
Economics	75	-	75
POC	75	-	75
Accounting	100	-	100
Business Mathematics	50	-	50
Total	510	40	550

GROUP: HUMANITIES-I (PRIVATE/REGULAR)

Subject	Theory	ATP	Total
English	100	-	100
Urdu Normal/ Sindhi Normal	100	-	100
Islamic Education/ Civics	50	-	50
Computer Studies	75	25	100
Islamic Studies	100	-	100
Mathematics	100	-	100
Sociology	100	-	100
Economics	100		100
Education	100		100
Civics	100		100
Total	550	40	550



ZIAUDDIN UNIVERSITY

EXAMINATION BOARD

Class: XI **HIGHER SECONDARY SCHOOL CERTIFICATE EXAMINATION 2024**

Time Allowed: 25 minutes **SUBJECT: ACCOUNTING**

Q1: SECTION "A"

Marks: 20

Note: Attempt all question from this section. Each question carries one mark

- Every business transaction in a double entry system affects:
 - Debit side of the account only
 - Credit side of the account only
 - Two accounts
 - none of these
- Accumulated depreciation is a:
 - Liability
 - Capital
 - Contra asset
 - Asset
- Which of the following is a liability?
 - Unearned Fee Income
 - Interest Income
 - Rent earned
 - Advance paid to supplier
- Which of these is a description of "Drawing"?
 - Cash withdrawn from business for office use
 - Cash withdrawn from business by owner for personal use
 - Cash invested into business by owner
 - Cash invested into bank by owner.
- The sale of a motorbike on credit is recorded in:
 - General Journal
 - General Ledger
 - Trial Balance
 - Purchase Journal
- A debit increases the balance of:
 - Liabilities
 - Assets
 - Capital
 - none of these
- _____ is used to record all cash receipts and payments.
 - Sales book
 - Purchase book
 - Cash book
 - none of these
- Which of these is a correct description of Bank Overdraft?
 - The business' payment through its bank account exceeds receipts.
 - The business is out of cash
 - The business is loss making
 - the business spends lavishly.
- In petty cash book, expenses on refreshments like coffee, tea and patties should be entered in _____ column:
 - Stationary
 - Sundries
 - Entertainment
 - Postage
- Cash purchase is recorded in:
 - Purchase Journal
 - Purchase return journal
 - Sales Journal
 - General journal
- A credit note is issued to a customer by:
 - Employer
 - Supplier
 - Purchaser
 - none of these
- Purchase of a Printer for office use should be debited to _____ account:
 - Purchase
 - Office Equipment
 - Cash
 - Sales
- Journal can be classified into two kinds i.e.,
 - General Journal and Ledger
 - Sales and Purchase Journal
 - General and Special Journal
 - none.
- Bank reconciliation statement is a component of:
 - Sales book
 - Purchase book
 - Cash book
 - none of these
- Bank reconciliation statement is prepared to reconcile:
 - Cash column of cash book with bank column
 - Cash column of cash book with bank statement
 - Bank column of cash book with bank statement
 - bank column of cash book with Ledger
- Office expenses are also called:
 - Service expenses
 - marketing expenses
 - administrative expenses
 - selling expenses
- A business' profitability is shown by its:
 - Bank statement
 - Balance Sheet
 - Income Statement
 - Cash Book

18. _____ are expenses due but not paid
 a. Unexpired expenses b. Accrued expenses c. administrative expenses d. operating expenses
19. To close all expenses, we need to:
 a. Credit all expenses b. debit all expenses c. debit all payables d. credit all payables
20. Reversing entries are passed on the:
 a. First day of next financial year b. First day of current financial year
 c. c. last day of current financial year d. last day of next financial year

Class: XI

HIGHER SECONDARY SCHOOL CERTIFICATE EXAMINATION 2024

Time: 2 hours 35 minutes

SUBJECT: ACCOUNTING SECTION "B" AND SECTION "C" Total marks 80

SECTION "B" SHORT ANSWER QUESTIONS

Marks: 40

Note: Attempt any four questions from this section. Each question carries equal marks.

Q2. Transactions of Amjad & Co. during June are as follows:

- Jun 1 Amjad started business with a cash investment of Rs. 340,000/-, and equipment valued at Rs. 200,000/-
- Jun 3 Purchased merchandise on account from Saim Rs. 45,000/- and cash Rs. 10,000/-
- Jun 5 Sold merchandise for cash Rs. 20,000/- and on account Rs. 8,000/-
- Jun 7 Returned merchandise to Saim Rs. 2000/-
- Jun 8 Merchandise returned by customer Rs. 1,400/-
- Jun 15 Cash deposited into bank Rs. 18,000/-
- Jun 22 Paid rent Rs. 15,000/- and commission Rs. 3,000/-
- Jun 25 Withdrew from bank Rs. 8,000 for personal use.
- Jun 30 Paid to Saim Rs. 6,900/- (discount Rs. 100)

Required: Prepare Journal Entries in the General Journal to record the above transactions.

Q3. Show the accounting equation on the basis of the following transactions:

1. Ali commenced business with cash Rs. 90,000.
2. Purchased goods for cash Rs. 14,400
3. Sold goods costing Rs. 10,800 for Rs. 16,200
4. Purchased furniture Rs. 36,000
5. Took a loan for Rs. 18,000 from bank
6. Paid salary Rs. 7,200 and insurance Rs. 3,600
7. Received rent Rs. 5,400 and interest Rs. 2,700
8. Paid Rs. 1,440 as premium of life insurance policy
9. Purchased a bicycle for the owners' son Rs. 2,160
10. Depreciate furniture by Rs. 540

Q4. Mr. Ali uses a Two-column cash book in his business. On June 1, the balance of cash in hand and cash at bank were Rs. 83,000/- and Rs. 94,000/- respectively. The following transactions were completed in the month of June:

June:

- June 1: Cash sales Rs. 18,000/- which includes a cheque of Rs. 4,000/-
- June 5: Cheque of June 1 deposited in bank.

June 7: Received Payment from Rahim Rs. 6,600/-
June 9: Sold Merchandise for cash Rs. 11,700/-
June 13: withdrew form bank Rs. 5,300/- for office use, and Rs. 5,100/- for private use.
June 19: Received a cheque from Mr. Jamal of Rs. 9,400/-
June 23: Paid Insurance premium by cheque for Rs. 4,400/-
June 25: Issued a cheque to Mr. Nawaz for Rs. 12,400/-
June 29: Paid salaries by cheque Rs. 5,100/- and rent by cash Rs. 9,200/-

Required: Enter the opening balances and record the above transactions in a Two-Column Cash Book.

Q5: The following transactions were completed by Ahsan during May 2023.

May:

02: Purchase goods on credit from Rasheed & Co. for Rs. 5,500, subject to trade discount @ 10%. Invoice No. 2560
11: Purchase goods on account from Asad for Rs.3,900 term 3/15, n/30. Invoice No. 3460
24: Returned defective goods to Rasheed & Co Rs. 500. Debit Note No. 470
26: Purchased goods from Shahzaib on credit Rs. 7,000. Invoice No. 3780
28: Returned goods to Asad worth Rs. 800. Debit Note No. 500
31: Returned goods to Rasheed & Co Rs. 350. Debit Note No. 525

Required:

- a. Record the above transactions in the Purchase Journal and Purchase Return & Allowance Journal
- b. Post them to each supplier's account separately in the Accounts payable subsidiary ledger (use self-balancing form)

Q6. The following is the pre-closing trial balance of Mr. Awais for the year ended December 31, 2022:

Debit Balance: Cash Rs. 55,000, Accounts receivable Rs. 37,000, Merchandise inventory (beginning) Rs. 24,400. Prepaid insurance Rs. 15,400, Furniture Rs. 37,000, purchases Rs. 73,000, Office supplies Rs. 8,200, Salaries expense Rs. 51,400, Rent expense Rs. 6,400, sales return and allowance Rs. 8,200 (Total:316,000)

Credit balance: Sales revenue Rs. 172,000, Purchase discount Rs. 6400, Unearned commission Rs. 15,400, Accounts payable Rs. 15,400, Allowance for bad debts Rs. 2,800, Mr. Awais Capital Rs. 104,000 (Total: 316,000)

Data for Adjustment on December 31, 2022

1. Merchandise inventory was valued at Rs. 10,500
2. Prepaid insurance was Rs. 8000
3. Office supplies used Rs. 5,100
4. Salaries expense for the year 60,000
5. Rent expense for the year Rs. 3,500
6. Depreciation on furniture was estimated at Rs. 4,600
7. Bad debts expense @ 5 of net sales
8. Commission earned during the year Rs. 10,000

Required:

Pass necessary adjusting entries.

Q7. Pass Journal entries with full narration to rectify the following errors:

1. Purchase of office furniture amounting to Rs. 1,500 has been entered as office equipment.
2. Sales return of Rs. 500 from a customer has been debited to sales discount account
3. Withdrawal by the proprietor of Rs. 1000 has been debited to the General Expense Account
4. Receipt of Rs. 1500 from Sana and Company, a customer has been recorded in the account of Sanaullah and Company.
5. Old Office furniture sold for Rs. 800 has been recorded as Rs. 700 in furniture account wrongly.
6. Purchase of Furniture for cash 10,000 was debited to Purchase Account
7. Depreciation expense on Machinery was overcharged by Rs. 1000 through allowance of depreciation account.
8. Sales of goods for cash Rs. 5000 was recorded as Rs. 500
9. Defective goods returned by a customer for /Rs. 1500 were charged to sales
10. Sale of equipment for Rs. 2000 cash was credited to sales account.

Section "C" DETAILED ANSWER QUESTIONS

40 Marks

Note: Attempt any Two Question from this section. All questions carry equal marks.

Q8: The following transactions were completed by Mr. Awais during the financial year January to December 2023.

1. Started business with Cash Rs. 20,000.
2. Purchase merchandise on account Rs. 7,000
3. Paid transportation on purchase Rs. 500
4. Returned merchandise to supplier Rs. 800
5. Sold merchandise on account Rs. 15,000
6. Customers' returned merchandise for Rs. 1500
7. Purchased store supplies for cash Rs. 2,000
8. Paid salaries expense Rs. 3,000
9. Paid advertising expense Rs. 700
10. Received cash from customers on account Rs. 7,000
11. Paid to creditors on account Rs. 2500
12. Withdraw cash for personal use Rs. 1500

Required:

1. Setup necessary T-accounts in the ledger and post the above transactions directly into the accounts affected completing the double entry in each case.
2. Prepare a pre-closing Trial Balance as of December 31, 2023

Q9: The accountant of ABC Company has extracted the following data from its Cash record and its Bank Statement on July 31, 2023.

1. Balance as per cash record Rs. 48,000
2. Balance as per Bank Statement Rs. 60,000
3. Last day deposit not shown in the Bank statement Rs. 24,000
4. Uncleared cheques Rs. 12,000
5. Unpresented cheques Rs. 18,000
6. Cheque No. 44 for Rs. 1,400 was deposited in the Bank but it was record by them as Rs. 2,520
7. Direct deposit in the Bank Rs. 14,400 was not recorded in the cash record

8. Cheque deposited for Rs. 7,800 was recorded in cash record as Rs. 6,720
9. Bank service charges were not recorded in the cash record Rs. 960
10. Promissory Note paid by the bank was not recorded in the cash record Rs. 6000
11. Dividend collection was credited by the bank but was not recorded in the cash record Rs. 20,400

Required:

Prepare a Bank Reconciliation Statement on July 31, 2023

Q10: The Trial balance of Waseem Traders for the year ended December 31, 2023 is as under

Account Title	Debit	Credit
Cash	12,000	
Accounts Receivable	26,000	
Merchandise Inventory (01-01-2023)	22,000	
Pre-paid insurance	5,000	
Office equipment	102,000	
Allowance for depreciation on office equipment		26,000
Accounts payable		18,000
Capital (01-01-2023)		118,600
Drawing	14,000	
Sales		162,000
Sales Discount	10,000	
Purchases	82,000	
Purchase Return and Allowance		12,000
Transportation in	13,600	
Advertising expense	16,600	
Salaries expense	22,000	
Insurance expense	7,000	
Depreciation expense on office equipment	6,000	
Salaries payable		6,000
Pre-paid advertising	4,400	
Bad debts expense	4,400	
Allowance for bad debts		4,400
Total	347,000	347,000

Merchandise inventory on December 31, 2023 was Rs. 32,000

Required:

1. Prepare Income Statement for the year ended December 31, 2023
2. Prepare classified balance sheet as on December 31, 2023