

Teaching Pack: *Princess & The Hustler*

**Cambridge IGCSE™ / IGCSE (9–1)
Literature in English 0475 / 0992**

**Cambridge O Level
Literature in English 2010**

For examination from 2027



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Introduction

This *Teaching Pack* supports teachers and learners when studying Cambridge IGCSE / IGCSE (9–1) and O Level Literature in English set texts.

Set texts regularly rotate on the syllabus and may change from one year of examination to the next. Before you begin teaching, check the set text list for the year in which your candidates will take their examinations.

Teachers may use this teaching pack to engage their learners when introducing a set text, or as a revision tool.

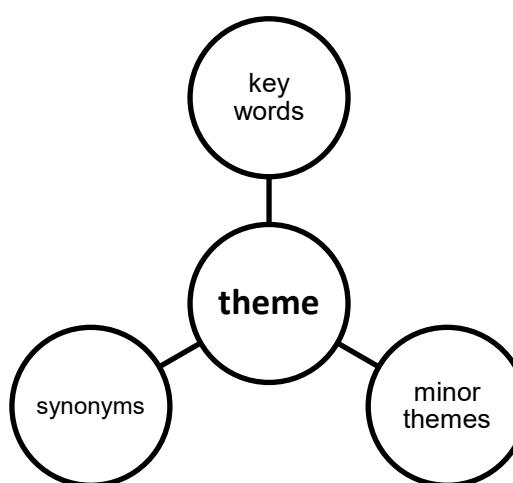
The content of these set text resources will need to be expanded on to cover what candidates are expected to know and be able to comment on in an examination.

To increase learners' understanding and appreciation of the set text we recommend learners to set up a **reading log**, which could include:

- brief synopses of chapters/acts (in no more than a couple of sentences in their own words)
- a timeline of events (useful when a narrative is arranged non-chronologically)
- a list or diagram of characters and their relationships with each other
- first impressions of main characters
- initial thoughts about the main themes or ideas in the text.

The key words we use for the themes in this *Teaching Pack* are not exhaustive.

We suggest teachers discuss synonyms and alternative key words for themes that are identified for a text. Create key major theme mind maps and then from each of those key themes map connected and subsidiary/minor themes.



Animation videos

This *Teaching Pack* can be used with the videos which were produced using the software *Video Scribe* www.videoscribe.co/en/, but a range of other alternative animation and storyboarding tools may equally be used:

- www.storyboardthat.com
Online digital storytelling tool – free and pay for subscriptions available
- <https://wonderunit.com/storyboarder/>
Storyboarding software – free to download, but has to be installed
- www.powtoon.com/edu-home/
Online video and animation creation – free and pay for subscriptions
- www.animaker.com
Online animated video creator – free and pay for subscriptions
- https://goanimate4schools.com/public_index
Online storyboard, scene and video creation tool – pay for subscription
- <http://plasq.com/apps/comiclife/macwin/>
Downloadable and app-based tools for creating comic books
- www.openoffice.org/product/impress.html
A tool for creating multimedia presentations
- <https://products.office.com/en-gb/powerpoint>
Microsoft PowerPoint for simple presentations as well as more complex multimedia presentations.

The teaching pack and videos aim to help learners to understand and think about the key events and themes of the text, key quotations and their meanings, the significance of character behaviour, relationships and actions and how characters are depicted in the set text being studied.

Lesson resources



Included in this pack are some resources to use with your learners. You may ask your learners to create their own worksheets similar to these, around another text, which they are studying:

Character summaries and quotations – learners create their own character summaries including quotations.

Character animations – after watching the animation, learners can work in pairs to fill in the blank worksheet.

Reflection – after reading the text / watching the videos, learners reflect, consider and explore.

Quiz – a fun quiz to test the learners' knowledge of the text before or after watching the videos.

1. Themes and text summary

Some of the themes Chinonyerem Odimba explores include:

- family relationships
- dreams and ambitions
- having fun/ celebrating beauty - and pageants!
- economic hardship
- local/national politics
- racial tensions

The play is set in 1960s and features a black family living in Bristol, England, during the Bristol Bus Boycott. During the boycott, civil rights activists protested against the refusal by the Bristol Bus Company to employ black or Asian drivers or conductors.

Christmas Day, 1962. The play opens in the James' home. We see the daughter, Princess, 10 years old, playing at being a beauty queen. Mavis, her mother, asks her and her brother, Wendell Junior, to help with chores. There is an unexpected knock at the door. It is Mavis's husband, Wendell James, who left her over nine years ago. Mavis acts aggressively towards him, not wanting to let him in; but when he introduces her to his nine-year-old daughter, Lorna, she agrees that Lorna can stay with them, but not Wendell, although she does invite them both to have Christmas dinner. Princess is confused by her father's appearance but is friendly towards Lorna. Wendell Junior is rude to his father and very angry at the way he hurt them by leaving; unlike Princess, he can remember their father. Their friendly neighbour, Margot, returns to share a festive drink with Mavis, and is intrigued by Wendell.

Act 1

A few days later, Wendell is looking after Lorna and Princess and takes them to Bristol docks where he is trying to find steady work to help support his family, instead of resorting back to being 'The Hustler', who cheats to get what he wants. Wendell Junior and his friend Leon find the girls on their own. Wendell Junior is very critical, believing their father is not looking after the girls properly. While Leon takes the girls home, he argues with his father and they come to blows, with Wendell defeating Wendell Junior, who cries bitterly.

Later on, in January 1963, Wendell is spending more time at the James house. Wendell Junior and Leon talk about the Bristol Bus Company's race bar, and the talk of a boycott. Wendell senses a just cause he can support. He tells Wendell Junior about how he fought in the War for Britain but was surprised to find racism when he arrived in Britain, and struggled to find work. Wendell Junior is unsympathetic. However, Wendell is very polite and charming, and Princess persuades her mother to let Wendell stay with them as well as Lorna.

Act 2

May 1963. Lorna now goes to school with Princess. One of the girls invites Lorna to her birthday party, but not Princess. Princess is very upset about this; but there's nothing her parents can do. Wendell continues to be charming to Mavis, with some signs she is warming towards him. They go with Margot to a club which welcomes people of different races, and they enjoy themselves. However, back home, Margot and Wendell argue heatedly over the rising protests over the Bus Company colour bar. Mavis and Margot's friendship breaks down over it, because Margot cannot sympathise with her situation. Mavis tries to explain how they first looked forward to making a life in Britain, in contrast to the discrimination they faced when it came to finding work.

Meanwhile, Wendell Junior gets into trouble with some white youths, who attack him and his friends; Lorna supports the white community, which causes tensions with

Princess. Wendell leaves angrily, saying he is going to find out who attacked Wendell Junior and to deal with them, but he leaves Mavis worried for his safety, and Lorna wanting to go back to her own mother, who has had mental health problems and is in hospital.

By August, Wendell has been accepted a little more by Mavis. One day they visit some customers of hers to measure for curtains – they walk, because they have joined the bus boycott and refuse to use the buses in protest to the colour bar. Wendell Junior has not grown more accepting of his father. They still argue, despite Wendell making efforts to get to know Wendell Junior more, such as praising his interest in photography. One day, Wendell Junior gets his savings and gives it to Wendell and orders him to go back to Liverpool, or anywhere except Bristol. He says he cannot like his father because he hurt his mother. Wendell is hurt and leaves without the money. Princess has heard everything and is upset. She takes a pair of scissors and cuts up her pageant costume while kicking and screaming.

August 1963. Princess is missing, and Mavis is distraught because she has found Princess's cut-off hair in the bin and fears for her. Wendell Junior and Leon stay with Lorna while Mavis goes to look for Princess. Meanwhile, Margot finds Princess in her flat. Princess tells her she has run away. Margot comforts her by finding an old ball gown to wear, and puts her to bed in her own flat, having told Mavis that Princess is safe.

The next day, Margot takes Princess home and admires Wendell Junior's photographs which he has hung around the flat. Mavis thanks Margot for looking after Princess, and their friendship is rekindled.

Three days later, Wendell returns; Mavis is furious, because she did not know where he was, and she tells him to leave. Wendell Junior believes Wendell took his money but did not leave, so tells him he is a thief; but Wendell says he did not take the money. At this opportune moment, Margot appears with the bag of money, which Princess had left in her flat to pay for the two of them to run away to Weston-Super-Mare together. Wendell explains that he has been helping the boycott, and they believe they might win. Wendell Junior and Mavis are amazed. Wendell sends the children to their rooms, saying he wants to speak with his wife – he kisses her, takes out a ring and proposes marriage (again!). Although Mavis does not agree, she does not refuse, but she tells him he needs to be there and get to know his own children.

On 28 August, the James family dress up and get ready to go out together – as the radio announces the ending of the Bus Company's colour bar.

The play ends with Princess having dressed Wendell for a pretend beauty pageant. Wendell is making an effort to get to know his children, and what is important to them. Wendell sheepishly plays along but is also amazed at the extent of Princess's world. The stage explodes into a pageant, with a grand parade of beauty queens who look like Princess. She celebrates by putting on her crown and bowing with the other beauty queens as the play closes.

Act 3

2. Character summaries and quotations

Princess James

The play opens with Princess playing her favourite game, pretending to be a beauty queen in a pageant. She has a vivid imagination and keeps a special cupboard for her dressing-up clothes. She is made aware of her family's relative poverty when she asks why there are no presents for her under the tree, and her mother explains that she isn't getting any orders for the curtains she makes at that time of year, so they don't have money to spend on presents. She accepts this cheerfully.

Princess argues frequently with her 17-year-old brother, Wendell Junior, but they play as much as they argue, like any siblings. She is surprised when her father, Wendell, suddenly appears, because she doesn't remember him - she was a baby when he left them. She quickly warms to him and later helps persuade her mother to let him stay.

She welcomes her half-sister, Lorna and generously shares her own games with her. At first the half-sisters are firm friends. Later, however, some of the schoolchildren are racist and one girl invites Lorna to her party, because she physically fits in with them, but not Princess. This makes Princess more aware of her own race and she becomes dissatisfied with her appearance, wishing she had green or blue eyes, and later she destroys her beauty costumes, because 'beauty queens can't look like her'. She cuts her hair off because Margot praises Lorna's straight hair for being 'as pretty as a doll's'. Princess becomes aware of the racist attitudes of some of the people around her. The ending of the colour bar by the Bristol Bus Company towards the end of the play helps to show her that different races can be treated equally. Her family help Princess to feel good about herself again. She happily celebrates the beauty of black pageant queens with her father at the end of the play.

Princess loves being with the neighbour, Margot, who hasn't got children of her own and who spoils her. They talk of going on an outing to the beauty pageant at Weston-Super-Mare and having ice creams on the beach. When Lorna cruelly tells her she doesn't want a sister, Princess runs away to Margot's to get away from her own home and family, hoping that Margot will go with her to Weston. Margot is kind to her, calming her, giving her a ball gown to wear and putting her to bed, and then helping to make things right with her mother.

Princess is growing up during the play, as she watches the adults develop their complex relationships with each other, and with her older brother. She experiences how cruel some people can be, such as some of the schoolchildren, and for a while she is very unhappy and doesn't want to go to school. However, by the end of the play, Princess has seen that black people are valued and equal and has learned to like herself again – as she imagines 'a pageant where all the beauty queens look like her'.

Quotation	This suggests...
'If someone is cold all the time, you wouldn't let them stay out in the cold would you? You're too kind like that aren't you Mummy?' (Princess) Act 1, Scene 7	...that Princess longs to have her father staying permanently at home. Here, she tries hard to appeal to her mother's sympathy for Wendell so that her mother will allow him to stay.
'Is my hair pretty too Mummy?' (Princess) Act 2, Scene 3	... that Princess is becoming more aware of others' racist attitudes towards her. Lorna has just been complemented on her hair.
'They tell me to go away. Go back where I came from. What does that mean?' (Princess) Act 3, Scene 2	... how Princess, who was born in Britain, doesn't understand what the unkind comments mean, which are said to her by racist children at her school.
Thematic essay prompt	
<p>How does Princess's understanding of herself and the world around her change throughout the play?</p> <ul style="list-style-type: none"> Use the three quotations as evidence. Encourage learners to link her personal journey to wider social issues. 	

Wendell James

Wendell is 'The Hustler' of the title – a swindler who cheats and lies to get his own way. He is the father of Princess and Wendell Junior, and husband to Mavis. He left his family 10 years ago and began a relationship in Liverpool leading to a daughter, Lorna. He suddenly turns up unannounced on Christmas Day, arrogantly thinking that Mavis will ask him and Lorna to stay. He is surprised at Mavis's anger towards him; he has not considered how hard he made their lives by leaving. He doesn't apologise for abandoning Mavis and their two children, nor for selfishly assuming Mavis will care for Lorna.

During the play, like the Hustler he is, Wendell tries different ways to ingratiate himself with Mavis and rejoin the family. He tries to make Mavis feel guilty, reminds her how happy they used to be, flatters her, and appeals for sympathy. Mavis is adamant that if he wants to resume his role in the family, he has to be responsible and contribute financially, which means he has to take a job, but he also has to be a proper father, which means loving and caring for his children and taking the time to get to know them.

At first he is reckless, such as taking the girls to the docks and leaving them alone while he looks for work and sees his friends. While Princess doesn't remember him and is pleased to accept him, Wendell Junior remembers Mavis's grief when his father left, so is very angry to see his father return as though nothing has happened. Wendell's response to his son's anger is to overpower him physically and force him to concede,

rather than talking to him to establish a caring relationship. However, he is shocked when Wendell Junior offers him his savings to leave them alone again, which forces him to acknowledge his failure as a father. He decides to get to know Wendell Junior better; he encourages his love for photography and responds angrily when Wendell Junior and his friends are attacked on the streets during the protest.

Wendell shares some of his experiences as an immigrant. Although he fought for Britain in the army and then was encouraged to come to Britain to work, he discovered prejudice here kept him out of the more responsible jobs and made it difficult to find any work at all. When he gets involved with the bus boycott, he feels united with the community to change attitudes, and he works hard with the protesters. Their success at getting the colour bar lifted gives him hope for his future and encourages him to commit to his family.

Mavis finally agrees to Wendell moving back in after he shows his sincerity and commitment by proposing to her again. She approves of how he is changing his attitudes, like the Bristol Bus Company, and is developing his relationships with his children. The ending of the play is full of hope for the family's future, as Wendell rather sheepishly allows Princess to dress him up for a beauty pageant, and they celebrate the beauty of women who look like Princess.

Quotation	This suggests...
'What 'appen far yuh to get so cruel Mavis?' (Wendell) Act 1, Scene 5	...Wendell's arrogance and thoughtlessness in blaming Mavis for the breakdown in their relationship instead of accepting responsibility for abandoning her.
'It's not Wendell's fault that the world look at us like we lesser. Look at us somehow as second-class citizens.' (Mavis) Act 2, Scene 4	...Mavis's understanding of the difficulties due to prejudice which Wendell faces in finding suitable work.
'Yuh do dis? Mi never in mi life see any ting like dis Princess...' (Wendell) Act 3, Scene 6	...how Wendell is improving his relationship with Princess. He is amazed at the richness and detail of Princess's pageant and the feeling of acceptance it signifies.
<p>Discussion questions</p> <ul style="list-style-type: none"> • What does Wendell's language reveal about his emotional vulnerability? • How does Mavis's quote show the complexity of her feelings toward Wendell? • What does Wendell's reaction to Princess's actions tell us about the impact of racism on family dynamics? 	

Margot Barker

Margot is Mavis's friend and neighbour. She is 42 years old, white and single with no children. When we first meet her, on Christmas Day, she has returned home early from her visit to her brother, because she argued with his wife.

Margot is loud and opinionated and enjoys amateur dramatics. She is friendly not only with Mavis, but is also close to her children, Princess and Wendell Junior. She has often looked after them for Mavis, and says she cares for them like her own. She finds ways to entertain them, such as playing pageants with Princess, letting her dress up in her clothes and planning days out to Weston-Super-Mare.

The friendship between Mavis and Margot is shown when she enjoys a night out dancing at a club with Mavis and Wendell. They choose to go to a club which caters for all races. Wendell comments that it's 'Only inna Bristol yuh see so many different people in same place' (Act 2, Scene 2), which shows the audience that different races can get along and suggests the possibility of the lifting of the race bar on the buses.

Margot is suspicious of Wendell's motives for returning, because she cares for Mavis and doesn't want Wendell to hurt her again. When he becomes involved with the bus boycott, she is scathing, telling him his duty is to get a job and look after his family. Margot doesn't consider herself racist because she has black friends, and because of this she is accepted into the black community. However, she does think that the bus boycott is 'silly' and the bus company are not racist for choosing not to employ black workers. Instead, she is more concerned about how white employees might have their overtime cut if more people are employed. Wendell points out that it's not just the buses – discrimination against black people is rife in most occupations; but Margot shows that she doesn't understand the full impact of such discrimination on the lives of Mavis and her children, when they are made to feel like second class citizens. Margot's attitudes are similar to many others at this time. They cause a rift between Mavis and Margot, and Wendell forbids the children from visiting Margot when her insensitivity towards Princess's feelings about race upsets her. This happens when Margot tells Lorna she has pretty hair and offers to style it in ringlets, which excludes Princess, and leads to Princess cutting off her own hair.

When Princess is upset by the arguments in her family over the bus boycott and by her own anxiety over attitudes to her race, she goes to Margot for help to run away. Margot shows that she is a true friend by caring for Princess and letting Mavis know she's safe. Margot returns Wendell Junior's savings, which Princess had taken to pay travel costs for running away to Weston. Mavis realises how much Margot cares about her children and welcomes her back as a friend. The audience understands that Margot will continue to be a much-loved neighbour and friend in the future.

Quotation	This suggests...
'I'm not one to poke it where it's not wanted but...' (Margot) Act 1, Scene 5	...that Margot is exactly someone who will poke her nose into other people's business! The line is ironic.
'There's other jobs. Better suited to them' (Margot) Act 2, Scene 2	...that Mavis doesn't understand the extent of discrimination against black people, nor the impact of discrimination on their lives.
'And you're always welcome here. Any time. Girls say bye to your Auntie Margot.' (Mavis) Act 3, Scene 4	...how Margot is close to the James family, especially the girls, whom she sometimes looks after. She is even called 'Auntie', which suggests she is considered as part of the family.
<p>Debate</p> <p>Is Margot a positive or problematic influence in the play?</p> <ul style="list-style-type: none"> Use the quotations as evidence in a structured class debate. 	

Create your own character summaries including quotation tables:

[Character name]



Quotation	This suggests...



3. Character animations

Can you identify the names of the different characters in the videos?

Character name	Character image

Here are the answers.

Character name	Character image
Wendell James	
Margot Barker	
Princess James	
Lorna	
Wendell Junior	

4. Reflection and activities



Now you have read the text, reflect on your thoughts:

Consider the relationship between the ending and the rest of the play.

Did you find the ending surprising or shocking?

Were you able to predict the ending, and at what stage did the ending become clear?

Did you find the ending satisfying?

Did the characters get the ending they deserved?

What dramatic contribution did the ending make to the play as a whole?

To what extent does [author] make this a satisfying ending to the play?

Explore the dramatic impact of a key moment from the play

Read the extract you have selected and consider the points below:

- Explore the use of particular words or lines spoken by character.
 - Were there any shifts in topic, tone and mood? Is it a moment of quiet pathos or one of dramatic intensity?
 - How does the writer convey the mood at this moment in the play?
 - What is the dramatic impact on the audience?

Explore the characters in the play

Create practice questions around the characters of the play, for example:

- Explore how [author] portrays the relationship between [character] and [character]?
 - How does the writer memorably depict the life of [character]?
 - Explore how [character] makes this moment in the play so memorable/entertaining/dramatic?

Choose one of your questions and complete the following activities:

Compile a QUOTATION + COMMENT table to record your ideas about specific characters.

Add notes to each quotation about what it reveals about the character and their relevant contexts.

Learn some key quotations.

Answer the question. Peer-evaluate each other's answers.

Note examples of:

- irrelevant points (which perhaps narrate or describe)
 - repeated points (where no more credit can be given)
 - unsupported assertions (which do not constitute analysis)
 - long quotations (which indicate a lack of clear focus).

Tick:

- ✓ points that are valid and thoughtful
 - ✓ quotations that are concise and relevant
 - ✓ critical comments on key words or aspects of structure and form.

Explore the themes of the play

Create practice questions around a theme, for example:

- How does [author] portray [theme] in the play?
 - In what ways does [author] convey [theme] in the play?
 - How does [author] present his ideas about [theme] in the play?

Choose one of your questions and complete the following activities:

- Compile a QUOTATION + COMMENT table to record your ideas about specific characters.
 - Add notes to each quotation about what it reveals about the character and their relevant contexts.
 - Learn some key quotations.
 - Answer the question. Peer-evaluate each other's answers.

Note examples of:

- irrelevant points (which perhaps narrate or describe)
 - repeated points (where no more credit can be given)
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 - long quotations (which indicate a lack of clear focus).

Tick:

- ✓ points that are valid and thoughtful
 - ✓ quotations that are concise and relevant
 - ✓ critical comments on key words or aspects of structure and form.



5. Quiz

1. At the start of the play, why is Mavis so shocked to see Wendell?

- A) ...because his hair has gone grey.
- B) ...because she was expecting someone else.
- C) ...because she hasn't seen him for ten years.
- D) ...because he is wearing a suit.

2. What game does Princess most enjoy playing?

- A) Pretending to take part in a beauty pageant
- B) Skipping around the neighbourhood
- C) Playing hide and seek
- D) Running races with her neighbour

3. What is the name of Mavis's neighbour?

- A) Margaret
- B) Brianna
- C) Elizabeth
- D) Margot

4. What hobby does Wendell Junior enjoy most?

- A) Boxing
- B) Photography
- C) Watching films
- D) Football

5. Why doesn't Margot like Wendell?

- A) ...because she thinks he will hurt Mavis again.
- B) ...because he ignores her.
- C) ...because he does not like her.
- D) ...because he is too noisy.

6. What happens at school to make Princess cry?

- A) She does badly in a test.
- B) She misses her dinner.
- C) She is not invited to a party.
- D) She forgets her homework.

7. Where do Margot, Mavis and Wendell go for a night out together?

- A) To a cinema
- B) To a dance
- C) To a bar
- D) To the theatre

8. What do Margot and Wendell disagree about?

- A) Dancing
- B) Lorna
- C) Photography
- D) The bus boycott

9. What is the final thing Wendell does which persuades Mavis to allow him to return?

- A) He wears smart clothes.
- B) He supports the bus boycott.
- C) He asks her to marry him (again).
- D) He looks after Lorna.

10. What does Wendell do to please Princess at the end of the play?

- A) He cooks her favourite food.
- B) He takes her shopping.
- C) He gives her some money.
- D) He pretends to take part in a beauty pageant.

Quiz answers

1. At the start of the play, why is Mavis so shocked to see Wendell?

C) ...because she hasn't seen him for ten years.

2. What game does Princess most enjoy playing?

A) Pretending to take part in a beauty pageant

3. What is the name of Mavis's neighbour?

D) Margot

4. What hobby does Wendell Junior enjoy most?

B) Photography

5. Why doesn't Margot like Wendell?

A) ...because she thinks he will hurt Mavis again.

6. What happens at school to make Princess cry?

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Cambridge International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

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