

WSET® Level 2 Award in Wines and Spirits



SESSION PLANS

1 AUGUST 2014 to 31 JULY 2017



www.WSETglobal.com

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Contents

Introduction to the Session Plans 2014-2017	3
Course Introduction, Tasting Technique, Food and Wine Pairing and Social Responsibility	8
Factors Influencing Wine Style, Quality and Price, The Wine Label	12
Chardonnay and Pinot Noir	17
Cabernet Sauvignon, Merlot and Sauvignon Blanc	21
Syrah, Grenache and Riesling	25
Other White Grape Varieties and White Wines	29
Other Black Grape Varieties and Red Wines	32
Sweet Wines	36
Sparkling Wines	38
Fortified Wines	41
Spirits Tasting	43

Introduction to the Session Plans 2014-2017

These session plans are a core component of the 2014 updates to the WSET® Level 2 Award in Wines and Spirits. As such they are designed to be used in conjunction with the new Specification, textbook, workbook and PowerPoint presentations that go live on 1st August 2014.

Important Changes

Even though there have been some very important changes to the way in which the material for this qualification has been structured, importantly the content remains largely the same. With regards to the classroom experience the key changes are:

- The session on the principal grape varieties now only deal with these varieties. The other content that used to be in these sessions has been moved elsewhere.
- Two completely new sessions have been created 'Other White Grape Varieties and White Wines' and 'Other Black Grape Varieties and Red Wines'
- There is an option to cover the spirits content using a video as part of home study rather than delivering it in the classroom. If you choose to use the video, a tasting and check on learning must still take place in the classroom.
- There is a greater focus on checks on learning and interactive delivery in the classroom.
- The new workbook contains all of the content included in the PowerPoint presentations. You no longer need to print off the slides and the workbook itself has plenty of space in which students can write their notes.
- There is a transitional period in operation between 1st August 2014 and 31st January 2015.

These and all of the other changes, as well as the reasoning behind them, are explained in detail in a video briefing that is available, along with a complete transcript, on the WSET website.

www.WSETglobal.com > APP Home Page > Course Materials > Level 2 Awards in Wines and Spirits Course Materials

Key Documents

The 2014 updates see the introduction of a fully revised edition of the textbook *Wines and Spirits: Looking Behind the Label*. The study guide has been discontinued and replaced with a workbook. This is all covered in detail in the video briefing.

With regards to the Specification, spirits video and other teaching materials there are a number of points that need to be reiterated or introduced.

Specification

Although there have been only minor changes to the entries the Specification it has changed considerably both in terms of its layout and look. It is therefore vital that if you have been teaching this qualification you familiarise yourself with the changes and understand the reasons behind them. There are two important points to reiterate are:

- The change to the Specification which will have the most obvious impact on the examination is the deletion of Learning Outcome 8. The examinations will no longer have the six questions at the end which focus on the appearance, nose and palate of two wines. These questions will not disappear completely because they are a valid way of assessing learning in other areas of the Specification and they will be adapted and dispersed through the examination papers.
- The Specification is no longer printed in any language. They can all be found on the WSET website. It is as important as ever that you either print off or download this document and ensure that your students do the same.

www.WSETglobal.com > Qualifications > Level 2 Awards in Wines and Spirits (QCF)

www.WSETglobal.com > Languages > (select a language from the list at the bottom of the page)

Spirits Video

The session on spirits can still be delivered in the classroom and the PowerPoint presentation is still available. This is entirely up to you. However, in light of the way in which the classroom sessions have been restructured, it is only possible to keep to the recommended teaching time of 16 hours if you use the video as part of the required home study for students. If you choose to use the video there are some very important points to consider:

- The links for each language version of the video, which you will need to circulate to your students, will be provided in the APP section of the website. Each video will be password protected and this information will be on the website too. The WSET reserves the right to periodically change the password for these videos. APPs will be made aware if and when any changes are made.
- If you choose to use the spirits video, you must conduct a spirits tasting and a check on learning during the classroom sessions. Therefore it is vital that during the course introduction and at the end of every session prior to the spirits tasting you instruct your students to watch the video.

Teaching Materials on the Public WSET Website

- **The SAT Card** – There have been a number of minor changes to some of the translations of the SAT and Lexicon. None of these changes affect the layout or the underlying principles of the SAT.

www.WSETglobal.com > Qualifications > Systematic Approach to Tasting

www.WSETglobal.com > Languages > (select a language from the list at the bottom of the page)

Teaching Materials on the APP section of the WSET website

There will still be a number of other teaching materials on the APP section of the WSET website. During the transitional period both the 2011/2012 and the 2014 versions of the materials will be available. When this period ends on 31st January 2015 the 2011/12 materials will be taken down.

Only the English language versions will be posted onto the website. The translated versions will continue to be available on request from the International Development Team. Please contact international@wset.co.uk

- **PowerPoint Presentations** – A fully revised set of presentations is a core part of the 2014 updates. These are designed to work in conjunction with the revised session plans and the new workbook.
- **The Food and Wine Addendum** – This is only relevant if you are using a 2011 edition of *Wines and Spirits: Looking Behind the Label*. Therefore this will be removed at the end of the transitional period.
- **Tasting Note and Tasting Mat** – These have not changed and they will remain on the website.
- **Mock Exam** – This will remain on the website until the end of the transitional period for those who are using the 2011 or 2012 versions of the printed material. The new workbook includes a complete 50 question mock examination.
Please note that the change to Learning Outcome 8 came very late in the production process at a point when it was no longer possible to amend the mock examination in the workbook. Therefore, unfortunately, the mock examination in the workbook still has the format of six tasting questions at the end.
- **How to Fill in the Answer Sheet** – This has not changed and they will remain on the website.
- **Copy of the Answer Sheet** – This will remain on the website. As stated on the website you must not use copies of this answer sheet for real WSET examinations because candidate responses may be read incorrectly by the electronic scanner. If however, for unavoidable reasons, copies have to be used you must inform WSET Awards via the Examination Control Certificate.

In the Classroom

The changes that have been made to this qualification will mean that the classroom experience for you and your students will be very different.

Ordering the Sessions

There are 11 individual sessions in total:

1. Course Introduction, Tasting Technique, Food and Wine Pairing and Social Responsibility
2. Factors Influencing Style, Quality and Price, The Wine Label
3. Chardonnay and Pinot Noir
4. Cabernet Sauvignon, Merlot and Sauvignon Blanc
5. Syrah, Grenache and Riesling
6. Other White Grape Varieties and White Wines
7. Other Black Grape Varieties and Red Wines
8. Sparkling Wines
9. Sweet Wines
10. Fortified Wines
11. Spirits

Session 1 to 7 must be delivered in this order. However, you are free to order the remaining sessions in a way that best suits the needs of their students. You will need to amend the session number on

the PowerPoint presentation where relevant. During testing at the London Wine and Spirit School the following order has been found to work very well over eight 2-hour sessions.

1. Course Introduction, Tasting Technique, Food and Wine Pairing and Social Responsibility
2. Factors Influencing Style, Quality and Price, The Wine Label
3. Chardonnay and Pinot Noir
4. Cabernet Sauvignon, Merlot and Sauvignon Blanc
5. Syrah, Grenache and Riesling, Feedback Test
6. Other White Grape Varieties and White Wines, Sweet Wines and Spirits Activities
7. Other Black Grape Varieties and Red Wines
8. Sparkling and Fortified Wines

As has always been the case you are free to adapt the sessions as best suits their needs. However, given that the sessions and workbook are designed to work together, you will lose the convenience and advantage this offers if you deviate too far from the recommended sessions.

Tasting

There have been some changes and additions to the list of recommended samples. These are listed in the Specification and the session plans.

Tasting remains central to this qualification and takes up close to half of the contact time between you and the students. Therefore it is vital that the most is made of this valuable teaching time. There are two key objectives.

- It is important that you ensure that the students' palates are accurately calibrated so that they are well prepared for Level 3.
- As tasting takes up approximately 50% of the course, you need to make sure that the students' knowledge and understanding is systematically tested during the tastings. It is not enough to simply state the flavours that are present and whether a particular component is low, medium or high. Examples of teaching points you can include are:
 - From reading the label, what flavours and structural characteristics would you expect from the wine, can you accurately estimate what a wine will taste like? If the label says *Gran Reserva* what kind of flavours would you expect?
 - Use wines to assess a student's understanding of food and wine pairing. If a wine has high levels of tannin how is it likely to react with foods high in umami?
 - Storage and Service. These should be brought up throughout the tastings. For example when you taste a light bodied red wine such as a Valpolicella or Beaujolais explain why they may be lightly chilled?
 - Use the tasting to ask questions and get the students thinking, if the acid is high, why? If there are flavours of vanilla and toast, can the students explain why?
 - If wine X is a light bodied fruity red, what other wines might you recommend to a friend/customer if it was not available?

If you fail to re-cap learning through the tastings your class will have significantly less knowledge retention. In the session plans we have made suggestions of how you might do this but we strongly recommend that you adapt and develop these to suit the needs of your students.

Checks on Learning

One of the principle motivations in changing the sessions and creating the spirits video was to make the classroom sessions feel less time pressured. This allows you to carry out a greater number of more imaginative checks on learning.

This is an important cornerstone of the WSET's teaching ethos. We believe that it is simply not enough to tell students what they need to know because they are not engaged in the learning process and you have no way of knowing if they have understood what you are telling them.

This is the part of the sessions where you need to bring your own character as well as local colour. It is always better if you use examples that are relevant in your market. Therefore throughout the session plans we have left spaces which you can fill with exercises and slides of your own making.

Examination Papers

The examinations that work with the 2014 Specification and materials will have a new look too. The content on the cover page has been rewritten to make it easier to understand and easier for students to fill in.

The examinations that work with the 2011/12 materials will remain the same until they are discontinued at the end of January 2015.

Introduction, Tasting Technique, Food and Wine Pairing and Social Responsibility

Learning Outcome

Demonstrate an ability to be able to use the WSET Level 2 Systematic Approach to Tasting Wine® accurately.

Demonstrate an understanding of the process and principles involved in the storage, selection and service of wine.

Assessment Criteria

At the end of the session the students will be able to:

1. Outline the correct procedures for the storage, selection and service of wine.
2. Identify common faults found in wines.
3. Identify the key considerations when making a food and wine paring recommendation.
4. State the social, health and safety issues relating to the consumption of wines and spirits.

NOTE

During the testing of these new sessions it was clear that it is not possible to cover tasting and all of the aspects of storage and service in two hours. Therefore we recommend that you leave out certain aspects of this topic on the proviso that this content is covered throughout the course ideally during the tastings. This session plan offers one way (which has been well tested) of how you might want to present this content but how you choose to cover this is to a large extent dependent on the needs of your students. Therefore, the slides on storage and service remain and can be used here or throughout the course.

You must cover food and wine paring and social responsibility in this session.

Section Topic	Time	Mins	Learning Activity (to include presenter and student activity)	Resources
Introduction to the course	0	15	<p>Introduce yourself and conduct an icebreaking exercise to get the group relaxed and interacting.</p> <p>Be sure you cover at least the following points during the introduction:</p> <ul style="list-style-type: none"> • Building health and safety requirements. • Key dates and times. • Make sure the group know where they can get a copy of the Specification. Remind them that it is their responsibility to do this and to be aware of its contents. • Remind students that 12 hours of personal study time is required for this course on top of the 16 hours of classroom time. • If you are going to use the spirits video make sure you let the group know when you will be doing the spirits tasting and re-cap session. It is very important that everyone has seen the video in advance of the tasting. This forms part of their home study. 	<p>Slide 1</p> <p>APP resources</p>

			<ul style="list-style-type: none"> If you are not going to cover any other aspect of the core material in the classroom sessions (for example certain aspects of storage and service) make sure that the group is aware of exactly what they will need to cover in their home study. 	
Introduce the session	15	1	State that the session will be two hours long and will cover tasting technique including faults identification, food and wine pairing and social responsibility.	Slide 2
Why taste and the Ideal tasting conditions	16	5	Explain why it is important to professionally analyse and taste wines and outline the ideal conditions needed for tasting.	Slide 3-4
TASTING	21	70	<p>Explain that the Level 2 Systematic Approach to Tasting Wine® (SAT) separates the tasting into manageable chunks; appearance, nose, palate and conclusion.</p> <p>Recommended Tasting Samples:</p> <ul style="list-style-type: none"> Inexpensive Italian Pinot Grigio <i>(Pale lemon, high acid, low flavour intensity, acceptable quality)</i> Gewurztraminer <i>(Lemon or gold, low or medium acidity, medium sweetness, full body, high flavour intensity, very good quality)</i> An oaked non-aromatic white** <i>(Medium lemon, oak aromas, good quality)</i> Inexpensive fruity Valpolicella <i>(Purple or ruby, light body, low tannin, acceptable quality)</i> Barolo <i>(Garnet, high tannin, high acid, full body, very good or outstanding quality)</i> A botrytis sweet wine (e.g. Tokaji, Beerenauslese) <i>(Gold or amber, high acid, sweet, very good or outstanding quality)</i> <p>** The reasoning behind the suggestion of white Rioja in the Specification is that it allows you to focus just on oak without any other distractions because this is a style of wine that is not included in the Specification. This is a suggestion and any clearly oaky wine would be fine.</p> <p>State that six wines will be tasted and that they have been selected to display a broad range of the characteristics that are covered by the SAT. The group must calibrate their palates to the tutor.</p> <p>Remind students of two very important rules:</p> <ul style="list-style-type: none"> THEY MUST USE A SPITTOON THEY MUST DRINK WATER <p>Taste the six wines in turn and then re-taste the wines to highlight and calibrate the differences.</p>	Slide 5

			<p>Get the class talking and contributing. Make sure that you cover the following key points:</p> <ul style="list-style-type: none"> • Fault identification on appearance, nose and palate. • Differences in intensity on the appearance (this must be done side by side). • Differences in colour in red and white wine. Explain how colour changes with age. • Differences in intensity on the nose, you can slowly switch between wines to highlight the differences. • Explain the lexicon and use a simple wine to highlight the use of generic and more specific descriptors. Make sure the group are realistic with their descriptors because they will inform their conclusions. • Sweetness. Calibrate the three point scale. • Acidity. Explain that the extent of mouth watering is a good way of calibrating acidity especially if it is initially masked by other features such as sugar. • Tannin. Explain how tannin is sensed and tasted. Use an example (<i>e.g.</i> strong black tea) of tannins they might have encountered elsewhere. • Body. Explain that body can also be thought of as mouth-feel and that it is a combination of alcohol, tannin sugar and flavour intensity. • Aroma and flavour characteristics. Start with the aromas and explain that flavours on the palate are detected by the nose and not the tongue. The tongue can only taste sweet, acid, bitter, salt and umami (savory). Show the class how to aerate the wine by drawing air in through the mouth. • Finish. Explain that the finish is how long the positive flavours last for and link this to quality. • Conclusions. Read back through each note and highlight any positive or negative points and place it in the correct quality category. Explain why the wine has been placed there rather than in a lower or higher band. <p>Remember the assessment of quality is absolute and not based on wine type. In the context of the SAT it is not appropriate to say "This is an outstanding Pinot Grigio for the price."</p>	
Introduce food and wine pairing	1hr31	5	<p>Ask the class if anybody has any previous experience of food and wine pairing and ask for some 'classic pairings'.</p> <p>Explain the basic principles of food and wine pairing. State that by the end of the session the 'classic pairings' can probably be explained.</p>	
Food and wine pairing exercises	1hr36	30	<p>Re-cap that the taste buds on the tongue can only sense sweet, salt, acid, umami (savory) and bitter.</p>	<p>Slides 6-8 Salt, lemon wedge, sweet</p>

			<p>Exercise with MSG If not allergic get the group to taste Mono Sodium Glutamate (MSG) to isolate the taste of umami. Note that this also has a salty taste from the sodium.</p> <p>Exercise with Bitter Strips Finish with bitterness referencing negative food and wine interactions often making wine taste more bitter and if you are particularly sensitive to bitterness you may find it unpleasant.</p> <p>Bitter strips are worth investing in because bitterness is a hard taste to isolate.</p> <p>Explain beforehand that many very good tasters are tolerant, sensitive and very sensitive.</p> <p>Ask the groups to taste the strips and ask them to put their hand up when they taste something very unpleasant so the class can see the results. Ask a sensitive student to explain what they tasted. Use this as an example of different palates perceiving tastes differently and re-enforce the personal preference message.</p> <p>Exercise with Food and Wine Interactions Use salt, lemon, MSG and caramel biscuits to change how the wines taste.</p> <p>Constantly ask the class what changed, did they prefer it? What sort of dish would have the same effect?</p> <p><i>There are more detailed examples of how to do this in the food and wine briefing document which can be found on the WSET website.</i></p> <p>www.WSETglobal.com > APP Home Page > Course Materials</p> <p>Use the slide to discuss, chilli heat, oily food and flavour intensity.</p> <p>Finally refer back to the group's previous thoughts on food and wine pairing and use the WSET approach to explain why certain wines tend to be paired with certain dishes.</p>	caramel biscuits, MSG, bitterness strips
Social responsibility	2hrs6	9	<p>Slide 10 is a starting point and ideally it should be supplemented with content and information that is relevant in your local market.</p> <p>Be sure to cover the main points about the risks associated with the excess alcohol consumption and remind the group that they need to read through Chapter 5 in <i>Wines and Spirits: Looking Behind the Label</i>.</p> <p>Highlight that storage and service will be touched on throughout the course and remind the group that they must read Chapter 6 in <i>Wines and Spirits: Looking Behind the Label</i>.</p>	Slide 10

Factors Influencing Wine Style, Quality and Price, The Wine Label

Learning Outcome

Demonstrate a basic understanding of the factors that influence wine style and define the meaning of regionally important and other labelling terms that are used to indicate style and quality.

Assessment Criteria

At the end of the session the students will be able to:

1. Define the conditions needed for the vine to produce healthy grapes.
2. Describe the impact of the growing environment on the grapes.
3. Outline the vineyard activities undertaken to produce health grapes.
4. Outline the winemaking processes used for identified wine types and describe the effect on wine style.
5. Outline the maturation processes used for identified wine types and describe their effect on wine style.
6. Define the meaning or regionally important and other labelling terms that are commonly used to indicate the style and quality of still wines.

Section Topic	Time	Mins	Learning Activity (to include presenter and student activity)	Resources
Introduction	0	1	<p>State that the learning objective is for students to be able to demonstrate a basic understanding of the factors influencing wine styles and define the meaning of regionally important and other labelling terms that are used to indicate the style and quality of still wines.</p> <p>State the session is two hours long comprising of a one hour tutorial with a one hour tasting session. Each wine is chosen to demonstrate either a specific labelling term, a particular winemaking technique or climatic influence.</p>	Slide 1
Check starting knowledge	1	2	<p>Ask the group questions referring to past experience in vineyards and wineries to gauge their knowledge.</p> <p>Use the slide to signpost the subjects that will be covered.</p>	Slide 2
The grape	3	3	<p>Ask if anyone has peeled a grape and use this as a starting point to explain the constituent parts of the grape.</p> <p>Emphasise the importance of the skins for flavours, colour and tannins and the pulp for water, sugar and acids.</p> <p>Make it clear that hundreds of different grape varieties are used in winemaking and that each have different signature levels of these core components.</p>	Slide 3
Growing environment–short discussion activity	6	5	<p>Remind the group that grapes are a fruit and the vine is a plant.</p> <p>Ask them to think logically about this and discuss the importance of sunlight, water, warmth and nutrients</p>	Slide 4

			(written in the workbook). Conclude the discussion, state the facts (revealing the slide) and correct any misconceptions.	
Where grapes are grown – climate and weather	11	5	<p>Introduce the concept of cool, moderate and hot climates and briefly outline that the effect that these typically have on grapes and that certain grapes prefer certain climates. Tell students this will be constantly re-capped throughout the course.</p> <p>Introduce latitude as an important factor in determining climate. State that most of the world’s vineyards are between 30-50 degrees latitude.</p> <p>Ask the group why they think that grapes are rarely grown outside of these parameters.</p> <p>Introduce two factors that can moderate the climate; altitude and water</p> <p>Briefly explain that altitude has a cooling effect. Higher = cooler.</p> <p>Briefly explain that ocean currents can affect a regions climate. Most have a cooling effect (one notable exception)</p> <p>Briefly explain that weather can change from year to year noting some of the factors that can vary (rain, hail, frost). Explain that this can result in vintage variation.</p>	Slides 5-7
Soil	16	4	<p>Use aspect, stones, drainage and nutrients in the soil to re-cap the four key factors; warmth, sunlight, water and nutrients. For example:</p> <ul style="list-style-type: none"> • Aspect can maximise the exposure to heat and light. • Stones retain heat and improve drainage. • Well drained soils warmer and stop grapes from swelling too much. • Low nutrient soil typically best for grape quality. 	Slide 8
Vineyard activities	20	5	<p>Briefly explain how human factors in the vineyard can contribute to varying qualities in grapes.</p> <ul style="list-style-type: none"> • Pruning (pruning is practical and manages quality). • Yields (as a rough rule lower yields give better fruit). • Pest and diseases (damage leaves and grapes. Introduce the concept of organic). • Harvest (introduce hand harvest vs machine harvest). 	Slide 9
Alcoholic fermentation	25	2	<p>Introduce the concept of alcoholic fermentation. Using the slide, reveal the ingredients (sugar and yeast) and ask the group what is produced.</p> <p>Reveal the answers once the discussion is complete.</p>	Slide 10

			<p>State that fermentation changes the flavours found grape juice to the flavours found in wine.</p> <p>State that CO₂ will be covered more in the sparkling wine session.</p> <p>Introduce the fact fermentation can be interrupted to retain sweetness. State that this will be covered in detail in the sweet wine session.</p>	
Making white wines	27	4	<p>Start with the grape and run through the process in a chronological order. Make sure to cover the following points:</p> <ul style="list-style-type: none"> • Red grapes can be used to make white wine (ask for an example of this e.g. Champagne). • Cool fermentation temperature 12-22°C. • Barrel fermentation. • Barrel maturation and introduce the concept of lees and the term <i>sur lie</i>. 	Slide 11
Making red and rosé wines	31	5	<p>Start with the grape and run through the process in a chronological order. Make sure to cover the following points:</p> <ul style="list-style-type: none"> • Highlight the varying styles that can be made from red grapes; white, rosé, light bodied red, full bodied red. • Reference colour, tannins and flavour and the techniques used to extract them; punching down and pumping over. • Note that skins and juice typically stay in contact for 5 days-2 weeks for reds and 12-36 hours for rosés). • Warm fermentation temperature 20-32°C for reds and cool temperatures 12-22°C for rosés. • Make sure the group understand why pressing comes at the end for red wine and the start for white wine. 	Slide 12
Maturation with oxygen	36	2	<p>Explain the role of oxygen and its effect on flavour and tannins.</p> <p>Explain the different effect of maturing wine with oak barrels, oak staves, oak chips.</p>	Slide 13
Maturation without oxygen	38	3	<p>Explain the effect of maturing wine in airtight steel tanks and bottles.</p> <p>Explain how maturation in bottle can changes fresh fruit aromas in young wine. State that wines that can improve in bottle are rare and that most have flavours that just fade.</p>	Slide 14
Factors affecting cost			<p style="text-align: center;">Optional <i>This provides some interesting context but is not examined.</i></p>	Slide 15
Geographical Indications (GI)	41	1	<p>Introduce the concept of geographical indications (GI) and that wines comes in two types.</p> <ul style="list-style-type: none"> • Wines with a GI • Wines without a GI. 	Slide 16

PDOs	42	3	<p>Explain that in Europe GIs are split into two tiers. Introduce PDO and briefly state the French, Spanish, Italian and German traditional labelling terms that are commonly used.</p> <ul style="list-style-type: none"> • <i>Appellation d'Origine Contrôlée (AOC)</i> • DOCa, DO • DOCG, DOC • <i>Qualitätswein, Prädikatswein</i> <p>Explain that PDOs are typically small areas with tightly defined regulations. Use a common example of a PDO wine (e.g. Chablis) to help students understand. It can sometimes help to use other non-wine PDO products as examples (e.g. Parma Ham).</p>	
PGIs	45	4	<p>Introduce PGI and briefly state the French, Spanish, Italian and labelling terms for these wines.</p> <ul style="list-style-type: none"> • IGP, <i>Vin de Pays</i> • <i>Vino de la Tierra</i> • IGT <p>Make the point that IGP is widely used in France instead of <i>Vins de Pays</i>.</p> <p>Ask the students what they think the differences between a PGI wine and PDO wine are and correct any misconceptions.</p>	
Labelling terms	49	5	<p>Use the labels to illustrate key important information found on labels:</p> <ul style="list-style-type: none"> • producer and brand • vintage • alcohol level • <i>Mis en bouteille</i> and <i>domaine</i> are optional. <p>Use the labels to state the meaning of the following labelling terms:</p> <ul style="list-style-type: none"> • barrel/barrique-fermented/aged • oaked/unoaked • unfined/unfiltered • <i>botrytis/noble rot</i> • organic • cuvée • <i>old vines/vieilles vignes.</i> <p>Explain any common misconceptions relating to these terms. Tell students that other labelling terms will be covered throughout the course.</p>	Slides 20-21
Exercise	54	6	<p>Guide students through a selection of wine labels (ideally ones that are relevant in the local market) of your own choosing. Use them as a re-cap and a touch point for discussion concerning what could be deduced about the style of wine from a label.</p>	APP resources

TASTING	60	60	<p>Recommended Tasting Samples;</p> <ul style="list-style-type: none"> • Vouvray Demi-sec • Oaked South African Chenin • Any dry rosé wine (e.g. Navarra Rosado) • Californian White Zinfandel • Beaujolais or Beaujolais Villages • Premium oaked Californian Zinfandel. <p>Youthful oaked South African Chenin-Blanc Mature Vouvray Demi-Sec Compare the two Chenins. Key discussion points should include; oak, climate, sweetness, maturity, PDO vs varietal labelling.</p> <p>Youthful dry rosé Navarra Rosado Californian White Zinfandel Compare the two rosés. Key discussion points should include; PDO, Rosado, 'White', rosé wine making techniques, (fermentation temperature, duration of skin contact), sweetness (interrupting fermentation).</p> <p>Youthful Beaujolais-Villages (unoaked) Dry premium oaked Californian Zinfandel (oaked) Compare the two reds. Key discussion points should include; oak, red wine making (focus on length of skin contact, do not get waylaid by carbonic maceration which is beyond Level 2), climate.</p> <p>At the end compare the two Zinfandels and ask the group to explain why they are different.</p>	Slide 22
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Chardonnay and Pinot Noir

Learning Outcome

Describe the characteristics of Chardonnay and Pinot Noir used in still wine production and the style and quality of wines produced from these grapes in the key wine producing countries and regions of the world.

Assessment Criteria

At the end of the session the students will be able to:

1. Describe the characteristics of Chardonnay and Pinot Noir.
2. Describe the effect of climatic and winery influences on the style and quality of still wine produced from Chardonnay and Pinot Noir.
 - a. Climate: cool, moderate, hot
 - b. Winery: malolactic fermentation, lees, oak, maturation
3. Identify key wine producing countries and regions of the world for the production of still wine produced from Chardonnay and Pinot Noir. Describe the styles and qualities of these wines using the WSET Level 2 Systematic Approach to Tasting Wine®.
4. Define the meaning of regionally important and other labelling terms that are commonly used to indicate the style and quality of still wines produced from the Chardonnay and Pinot Noir.

Section Topic	Time	Mins	Learning Activity (to include presenter and student activity)	Resources
Introduction	0	1	<p>State that the learning objective is for students to be able to describe the characteristics of Chardonnay and Pinot Noir and the styles and qualities of still wines produced from these grapes in the key wine producing countries and regions of the world.</p> <p>State the session is two hours long and six wines will be tasted throughout the session.</p>	Slide 1
Check starting knowledge	1	2	Ask the group about their immediate impressions of Chardonnay to gauge their knowledge.	Slide 1
Chardonnay introduction	3	1	Introduce climate and winemaking as factors that can influence style and characteristics.	Slide 2
Chardonnay climate	4	1	<p>Describe the different flavours that develop in Chardonnay grown in a cool, moderate and hot climate. Link this to ripeness.</p> <p>Ask the student to give examples of cool, moderate and hot climates.</p>	Slide 3
Winemaking influences	5	2	<p>Briefly explain the processes of malolactic fermentation and re-cap lees contact and oak ageing; link these processes to texture and flavour characteristics.</p> <p>Briefly explain that Chardonnay is sometimes blended. Varieties include Semillon and other local varieties.</p>	Slides 4-5
French climate	7	2	<p>Highlight the boundaries of cool, moderate and hot climate on the map of France.</p> <p>Ask the students what flavours they would expect in Chardonnays made in the three areas.</p>	Slide 6

Chardonnay in France	9	1	Highlight Champagne, Burgundy and Pays d'Oc and re-cap PDO, PGI, AC, <i>Vins de Pays</i> and IGP.	Slide 7
Burgundy regions and climate	10	2	Define the geographic scale of Burgundy and highlight the difference between cool climate Chablis and moderate climate in the Côte d'Or and Mâconnais.	Slide 8
Chablis	12	2	Ask the class to define the style and flavour of cool climate Chardonnay. (Dry with high acidity and occasional oak flavours).	Slide 8
Chablis labels	14	4	Using the labels, define and explain the meaning of the terms Bourgogne, Village/Commune (Chablis), Premier Cru, Grand Cru . Link the terms to expected quality differences in the wines. Other labelling terms may be discussed but this is not essential.	Slide 9
Côte de Beaune	18	3	Re-cap moderate climate Chardonnay flavour characteristics. Discuss the use of barrel fermentation, ageing on lees and malolactic fermentation to increase complexity of the wines from the Côte de Beaune. State Meursault and Puligny-Montrachet are well known examples of this style of Chardonnay.	Slide 10
Mâconnais	21	2	State the styles produced in the Mâconnais and explain the differences found in wines from Pouilly-Fuissé .	Slide 10
World map	23	1	Give an overview of the most important countries producing Chardonnay.	Slide 11
California	24	3	Re-cap that a hot climate can be moderated by ocean influence. Discuss the difference between wines from Sonoma County, Carneros and the Central Valley typically labelled California . Briefly describe the styles of wine.	Slide 12
Chile and Argentina	27	2	Discuss Argentina and Mendoza with specific relation to the influence of altitude. Use Chile and Casablanca and Central Valley to discuss both altitude and ocean influences or the lack thereof. Briefly describe the styles of wine.	Slide 13
Viticultural re-cap	29	2	Use the example of Mendoza to quickly re-cap sunlight, hand and machine harvesting. Use this opportunity to pause for questions.	
South Africa	31	2	Introduce the Western Cape and then the premium region of Walker Bay explaining the role of cold ocean currents to explain the quality. Briefly describe the styles of wine.	Slide 14
Australia	33	1	Introduce Margaret River and South Eastern Australia and compare in terms of scale.	Slide 15
South Eastern Australia	34	2	Discuss characteristics associated with Chardonnay from South Eastern Australia and compare that to the premium regions of Adelaide Hills and Yarra Valley mentioning changes in altitude and coastal influences. Briefly describe the styles of wine.	Slide 15
New Zealand	36	1	State Marlborough as a premium site in New Zealand for Chardonnay and briefly describe the style of wine.	Slide 16
TASTING	37	40	Recommended Tasting Samples: <ul style="list-style-type: none"> • Chablis Premier Cru • Côte d'Or Commue or <i>Premier Cru</i> • Inexpensive high-volume New World Chardonnay • Premium New World Chardonnay 	Slide 17

			Use the SAT to highlight quality, climatic influences and winemaking techniques.	
Check starting knowledge	1hr17	2	Ask the group about their immediate impressions of Pinot Noir to gauge their knowledge.	Slide 17
Pinot Noir introduction	1hr19	2	State the characteristics of the grape and the climate that most suits the variety. Discuss oak maturation and the ageing potential of the grape variety and any associated flavour changes.	Slide 18-19
World map	1hr21	1	Give an overview of the most important countries producing Pinot Noir. Re-cap climate and state that although Pinot Noir is grown all around the world it is not used to make bulk, inexpensive wines.	Slide 20
Germany and France	1hr22	2	State Germany is a cool climate and produces large volumes of Pinot Noir. State Pfalz and Baden as important regions and briefly describe the styles of wine made.	Slide 21
France	1hr 24	2	Highlight Champagne and Burgundy as important regions. Re-cap cool/moderate climate and how in Champagne, black Pinot Noir can be to make a white wine.	Slide 22
Burgundy	1hr26	2	Re-cap Bourgogne and introduce Gevrey-Chambertin , Nuits-St-Georges , Beaune and Pommard as offering more intensity, complexity and length. Re-cap <i>Premier Cru</i> and <i>Grand Cru</i> as the most powerful versions of Pinot Noir from Burgundy.	Slide 23
Label re-cap	1hr28	2	Use the four labels as talking points and ask the group to put them in order of quality, highlight the different areas on the label that they should be looking for information.	Slide 24
California and Oregon	1hr30	2	Discuss the general climate for California and state Sonoma , Carneros and Santa Barbara as premium producing regions. Ask why Chardonnay can be produced successfully in Central Valley but Pinot Noir cannot. State that Oregon to the north produces some high-quality Pinot Noir. Briefly describe the style of these wines.	Slide 25
Chile	1hr32	1	State that Chile produces some inexpensive Pinot Noir that is soft and fruity with Casablanca being an important source. Briefly describe the styles of wine.	Slide 26
South Africa	1hr33	1	State that small quantities of high-quality Pinot Noir is produced from coastal sites such as Walker Bay . Re-cap moderating influence from the sea. Briefly describe the styles of wine.	Slide 27
South Eastern Australia	1hr34	1	State that much of Australia's wine regions are too hot for Pinot Noir and explain that Yarra Valley and Mornington Peninsula are premium areas for Pinot Noir due to the cooling effect of ocean breezes and altitude. Briefly describe the styles of wine.	Slide 28
New Zealand	1hr35	1	State the premium areas for Pinot Noir are Marlborough and Central Otago . Briefly describe the styles of wine.	Slide 29
TASTING	1hr36	20	Recommended Tasting Samples: <ul style="list-style-type: none"> • Côte d'Or Commune or <i>Premier Cru</i> • A premium New World Pinot Noir <p>Use this time to compare the two wines. Highlight the similar structure of high acidity and low/medium tannins whilst noting the difference in fruit expression. Use of oak</p>	Slide 30

			ageing and bottle maturation can be talking points if appropriate.	
Questions	1hr56	4	Use questions or visual prompts such as labels to check students learning.	APP resources

Cabernet Sauvignon, Merlot and Sauvignon Blanc

Learning Outcome

Describe the characteristics of Cabernet Sauvignon, Merlot and Sauvignon Blanc used in still wine production and the style and quality of wines produced from these grapes in the key wine producing countries and regions of the world.

Assessment Criteria

At the end of the session the students will be able to:

1. Describe the characteristics of Cabernet Sauvignon, Merlot and Sauvignon Blanc.
2. Describe the effect of climatic and winery influences on the style and quality of still wine produced from Cabernet Sauvignon, Merlot and Sauvignon Blanc.
 - a. Climate: cool, moderate, hot
 - b. Winery: oak, maturation
3. Identify key wine producing countries and regions of the world for the production of still wines produced from Cabernet Sauvignon, Merlot and Sauvignon Blanc. Describe the styles and qualities of these wines using the WSET Level 2 Systematic Approach to Tasting Wine®.
4. Define the meaning of regionally important and other labelling terms that are commonly used to indicate the style and quality of still wines produced from the Cabernet Sauvignon, Merlot and Sauvignon Blanc.

Section Topic	Time	Mins	Learning Activity (to include presenter and student activity)	Resources
Introduction	0	1	<p>State that the learning objective is for students to be able to describe the characteristics of Cabernet Sauvignon, Merlot and Sauvignon Blanc and the styles and qualities of still wines produced from these grapes in the key wine producing countries and regions of the world.</p> <p>State the session is two hours long and six wines will be tasted, pour out the first four red wine samples.</p>	Slide 1
Check starting knowledge	1	2	Ask the group about their immediate impressions of Cabernet Sauvignon and Merlot to gauge their knowledge.	Slide 1
Cabernet Sauvignon introduction	3	2	Describe the characteristics of Cabernet Sauvignon. Highlight colour, fruit intensity, high tannins and high acidity as defining characteristics of wines made from Cabernet Sauvignon. Also discuss the different flavours found in both a moderate and a hot climate and the use of oak/bottle ageing.	Slides 2-3
Merlot introduction	5	2	Describe the characteristics of Merlot. Highlight alcohol/body, fruit characteristics and softness as defining characteristics of wines made from Merlot. Also discuss the different flavours found in both a moderate and a hot climate and the use of oak/bottle ageing.	Slides 4-5
Aroma comparison	7	1	Briefly nose the wines to get an impression of the aroma characteristics of Cabernet Sauvignon and Merlot.	The wines
Blending	8	2	Explain that Cabernet Sauvignon and Merlot are often made as a blend due to their different but complimentary characteristics.	Slide 6-7

			<p>Introduce the following list of characteristics; acidity, body, colour, softness, aromatic fruit, tannin and 'easier drinking'.</p> <p>For each characteristic ask the group whether they think Cabernet Sauvignon or Merlot would contribute this characteristic to a blend.</p> <p>Reveal slides 6 and 7 and re-cap the answers and explain that Cabernet and Merlot are also blended with other local varieties.</p>	
World map	10	1	Give an overview of the most important countries producing Cabernet Sauvignon and Merlot.	Slide 8
France	11	1	Use map to illustrate moderate and hot climates in France. Use Bordeaux and Pays d'OC as examples.	Slide 9
Bordeaux	12	5	<p>Split the map in to left bank and right bank.</p> <p>Briefly explain gravel soils on the left bank being well-drained and warmer than on the right bank and ask the students to reason why Cabernet Sauvignon would be dominant there in Médoc, Haut-Médoc and Graves.</p> <p>Highlight Pauillac, Pessac-Léognan and Margaux as examples of regions which produce premium styles. Briefly describe the styles of wine.</p> <p>Briefly describe that Merlot is dominant on the right bank. State that the two important appellations are St-Émilion and Pomerol and describe their characteristics.</p>	Slide 10
Bordeaux labels	17	4	<p>Using the labels, define and explain the meaning of the terms Bordeaux, Bordeaux Superieur, Cru Bourgeois and Grand Cru.</p> <p>Also highlight vintage and the role of vintage variation and bottle age for these wines. Ask students how flavours might change with age. Use the different appellations (Haut-Médoc and Margaux) to ask students what style and quality of wine they might expect.</p>	Slide 11
California	21	3	Introduce Napa Valley and the sub-regions of Oakville and Rutherford as well as Alexander Valley in Sonoma as premium regions for Cabernet Sauvignon and Merlot and Central Valley as a bulk region. Briefly describe the styles of wine.	Slide 12
Chile and Argentina	24	4	<p>Ask students to re-cap the main climatic influences in Chile (altitude, ocean influence or the lack thereof).</p> <p>Explain that premium Cabernet Sauvignon and Merlot are grown in Maipo, Colchagua and Cachapoal and bulk production comes from the larger Central Valley.</p> <p>Explain that Mendoza in Argentina is a region for premium production. Ask students to recap the main climatic influence on Mendoza (altitude).</p> <p>Briefly describe the styles of wine.</p>	Slide 13

South Africa	28	1	Re-cap the importance of coastal influence in South Africa. Explain that Stellenbosch is a region for premium Cabernet Sauvignon and Merlot. Briefly describe the styles of wine.	Slide 14
Australia	29	3	Explain that Coonawarra and Margaret River are premium regions for Cabernet Sauvignon and Cabernet Sauvignon/Merlot blends. Briefly describe the styles of wine.	Slide 15
New Zealand	32	1	Introduce Hawke's Bay as a premium example of Cabernet Sauvignon/Merlot blends in New Zealand. Briefly describe the styles of wine.	Slide 16
TASTING	33	40	Recommended Tasting Samples: <ul style="list-style-type: none"> • Inexpensive, high-volume Merlot • St-Émilion Grand Cru • <i>Grand Cru Classé</i> (e.g. Pauillac/Margaux) • Premium New World Cabernet Sauvignon Ask for the groups expectations of the wines based on what they see on the label. Compare the Inexpensive Merlot with the St-Émilion. Compare the <i>Grand Cru Classé</i> with the New World Cabernet Sauvignon. Try and select a New World Cabernet from a region with a warmer climate in order to contrast the impact of climate on Cabernet Sauvignon.	Slide 17
Check starting knowledge	1hr13	2	Ask the group about their immediate impressions of Sauvignon Blanc to gauge their knowledge.	Slide 17
Sauvignon Blanc introduction	1hr15	2	Describe Sauvignon Blanc's characteristics with particular reference to acidity, oak and blending partners. Explain Sauvignon Blanc ripens in a cool or moderate climate as well as the impact of ripeness on the aromas and flavours in the wine.	Slides 18-19
World Map	1hr17	1	Give an overview of the most important Sauvignon Blanc producing countries.	Slide 20
France	1hr18	3	Describe the style and quality of Sauvignon Blanc from Val de Loire, Sancerre and Pouilly-Fumé . Mention Pouilly-Fuissé as a common source of confusion. Ensure that the group understand this point. Describe the styles of Sauvignon Blanc, Sauvignon-Sémillon blends in Bordeaux . Briefly note that sweet wines are important here too. Introduce Pays d'Oc IGP as an area for inexpensive Sauvignon Blanc.	Slide 21
South Africa	1hr21	1	Explain the Elgin and Constantia are important area for Sauvignon Blanc in South Africa. Briefly describe the styles of wine.	Slide 22
New Zealand	1hr22	2	State Marlborough is the most important region for Sauvignon Blanc in New Zealand. Briefly Describe the style of Sauvignon Blanc from Marlborough.	Slide 23
Labels	1hr24	3	Use the Pouilly-Fumé, Casablanca, Marlborough and Fumé Blanc labels to to re-cap the styles of Sauvignon Blanc. Introduce Fumé Blanc as a style of oaked Sauvignon Blanc from California.	Slide 24

TASTING	1hr27	20	<p>Recommended Tasting Samples:</p> <ul style="list-style-type: none"> • Sancerre or Pouilly-Fumé • New Zealand Sauvignon Blanc <p>Compare the French and New Zealand Sauvignon Blanc (ideally from Marlborough). Allow the group to read the labels first and explain what style of wine they would expect. During the tasting draw attention to the different aroma characteristics and ask student what they think might have caused this. Re-cap at the end to see if the group's predictions from the label were correct.</p>	
Feedback Test	1hr47	13	Conduct a test of your own devising to cover the material that has been covered so far in the course.	APP resources

Syrah, Grenache and Riesling

Learning Outcome

Describe the characteristics of Syrah, Grenache and Riesling used in still wine production and the style and quality of wines produced from these grapes in the key wine producing countries and regions of the world.

Assessment Criteria

At the end of the session the students will be able to:

1. Describe the characteristics of Syrah, Grenache and Riesling.
2. Describe the effect of climatic and winery influences on the style and quality of still wine produced from Syrah, Grenache and Riesling.
 - a. Climate: cool, moderate, hot
 - b. Winery: oak, maturation
3. Identify key wine producing countries and regions of the world for the production of still wine produced from Syrah, Grenache and Riesling. Describe the styles and qualities of these wines using the WSET Level 2 Systematic Approach to Tasting Wine®.
4. Define the meaning of regionally important and other labelling terms that are commonly used to indicate the style and quality of wines produced from the Syrah, Grenache and Riesling.

Section Topic	Time	Mins	Learning Activity (to include presenter and student activity)	Resources
Introduction	0	1	<p>State that the learning objective is for students to be able to describe the characteristics of Syrah, Grenache and Riesling and the styles and qualities of still wines produced from these grapes in the key wine producing countries and regions of the world.</p> <p>State the session is two hours long and six wines will be tasted, pour out the first four red wine samples.</p>	Slide 1
Check starting knowledge	1	2	Ask the group of their immediate impressions of Syrah, Grenache to gauge their knowledge.	Slide 1
Syrah introduction	3	2	<p>Mention Shiraz is an alternative name.</p> <p>Describe the characteristics of Syrah in both a moderate and a hot climate. Highlight colour, fruit intensity, tannins, acidity and defining black fruit flavour characteristics of the grape. Also discuss the different flavours found in both a moderate and a hot climate and discuss the use of oak/bottle ageing.</p>	Slides 2-3
Grenache introduction	5	2	<p>Mention Garnacha is an alternative name.</p> <p>Describe the characteristics of Grenache. Explain that it can <i>only</i> be grown in a hot climate. Highlight alcohol/body, red fruit and softness as defining characteristics of wines made from Grenache. Also discuss rosé production.</p>	Slides 4-5
Aroma comparison	7	1	Briefly nose the wines to get an impression of the aroma characteristics of Syrah and Grenache.	The wines

Syrah and Grenache in blends	8	2	<p>Explain that Syrah and Grenache are often used in blends with each other and other grape varieties.</p> <p>Introduce the following list of characteristics; acidity, body, colour, fruit, tannin and alcohol.</p> <p>For each characteristic ask the group whether they think Syrah and Grenache's would contribute this characteristic to a blend.</p> <p>Reveal slides 6 and 7 and re-cap the answers. Explain that Syrah and Grenache are also blended with other local varieties. Briefly mention Viognier at this point.</p>	Slides 6-7
World map	10	1	Give an overview of the most important countries producing Syrah and Grenache.	Slide 8
France	11	2	<p>Before showing the map ask the group with reference to moderate and hot regions where Grenache/Syrah might be grown.</p> <p>Briefly discuss the scale of the vineyard area across the Rhône and general topography. Briefly discuss mechanisation in the vineyards vs manual operations and relate this to price.</p>	Slide 9
Northern Rhône	13	2	<p>State Côte-Rôtie and Hermitage are premium sites on steep hills, compare with (what can be) lesser quality Crozes-Hermitage on flatter sites. Briefly describe the styles of wine.</p> <p>Ask the group to explain the importance of a southerly aspect.</p>	Slide 10
Southern Rhône	15	3	<p>Discuss the difference between Côtes du Rhône, Villages (+name) and Châteauneuf-du-Pape.</p> <p>Re-cap high yield vs low yield and ask students to explain the role played by stony soil.</p> <p>Explain that Mouvèdre and Cinsault are used alongside Syrah and Grenache in blends and briefly state what they contribute to the final wine.</p>	Slide 11
Rhône Valley Labels	18	3	Use the label as a re-cap. For each wine ask the students to state what grape variety(ies) are used as well as the flavour and likely quality differences between the three wines. Ask them to explain their choices.	Slide 12
Southern France and Spain	21	5	<p>Explain that plantings of Grenache stretch from the southern Rhône to Spain.</p> <p>For Southern France mention Minervois, Languedoc and Pays d'Oc and introduce Carignan as another important blending grape variety.</p> <p>Remind the group that they tasted a Navarra rosé in the session on grapegrowing and winemaking. Ask the group to re-cap the style of this wine. Highlight Priorat as a premium area that produces Garnacha based red wines. Describe the characteristics of these wines.</p>	Slides 13-14

			Mention that Garnacha is also important in Rioja and that this region will be covered in more detail in the session on other black grape varieties.	
Australia	26	3	Use the map to highlight the premium areas of Barossa Valley, McLaren Vale and Hunter Valley and briefly describe a typical hot climate Shiraz, Grenache and Shiraz/Grenache blends. State that Australia also makes Shiraz from moderate climates. Ask the group to explain how these wines would be different from hot climate wines.	Slide 15
Australia label	29	2	Use the Barossa label to lead a discussion on taste, alcohol and potential oak character, ask for a premium area in France that would produce the most similar style (based on grape varieties)	Slide 15
TASTING	31	40	Recommended Tasting Samples: <ul style="list-style-type: none"> • Côtes du Rhône or Côtes du Rhône Villages • Châteauneuf-du-Pape • Northern Rhône Syrah • Premium Barossa Shiraz Taste the wines in pairs. Compare the style and quality between the Côtes du Rhône and Châteauneuf-du-Pape. Focus on concentration and, where appropriate, the use of oak. Compare the difference in style between the Syrah and Shiraz. They should be of the same quality. Focus on the characteristics of the grape, alcohol and the use of oak and the role of climate.	Slide 16
Check starting knowledge	1hr11	2	Ask the group of their immediate impressions of Riesling to gauge their knowledge.	Slide 16
Riesling introduction	1hr13	3	Describe the characteristics of Riesling including aromatics, the high acidity and the fact that it is made in a range of styles from dry to sweet. Explain that ripeness is an important factor with regards to flavours and sugar in the grapes. Also discuss the different flavours found in both a cool and a moderate climate and that petrol and toast aromas develop with age.	Slide 17-18
World Map	1hr 16	1	Use the map to discuss the relatively small scale of premium Riesling production around the world. Introduce Germany, France, Austria and Australia as key producers or premium Riesling.	Slide 19
Riesling Europe	1hr 17	5	Highlight Mosel, Rheingau, Pfalz, Alsace and Austria as cool climate premium production areas describing the stylistic differences between them. State that in Alsace wines can be labelled Alsace and Alsace Grand Cru . Ask students what difference they would expect between the wines.	Slide 20
Prädikatswein	1hr22	7	Re-cap <i>Qualitätswein</i> and describe the first 3 levels of <i>Prädikatswein</i> ; Kabinett , Spätlese and Auslese . It is important to stress that these wines may be made in a dry or sweeter style and the levels describe grape sugar and ripeness and not final sweetness in the wine. Briefly	Slide 21

			describe the range of flavours that are typical for these wines from <i>Kabinett</i> (lime, lemon, floral) to <i>Auslese</i> (peach and tropical fruit).	
Sweet German wine	1hr29	4	<p>Introduce <i>Beerenauslese</i>, <i>Trockenbeerenauslese</i> and <i>Eiswein</i>.</p> <p>Stress that all of these wines will be sweet and briefly describe how the sugar is being concentrated (<i>botrytis</i> and frozen grapes). Inform the students you will go through this on the sweet wine section.</p> <p>Briefly mention the meaning of <i>trocken</i> and <i>halbtrocken</i>. Explain the difference between trocken as a dry wine and trocken in trockenbeerenauslese which refers to grapes that have been 'dried' by botrytis.</p>	Slide 22
Australia	1hr33	3	State Clare Valley and Eden Valley are premium regions in South Australia and briefly describe the styles of wine.	Slide 23
TASTING	1hr36	20	<p>Recommended Tasting Samples:</p> <ul style="list-style-type: none"> • Premium German <i>Kabinett</i> or <i>Spätlese</i> • Clare Valley or Eden Valley Riesling <p>Compare the Australian and German Riesling. Choose the samples so that there is difference in both sweetness levels and (ideally) age between the wines. Focus on fruit flavours, acidity, sweetness and aged characteristics and ask the group to explain why the wines are different.</p>	Slide 24
Questions	1hr56	4	Use questions or visual prompts such as labels to check students learning.	APP resources

Other White Grape Varieties and White Wines

Learning Outcome

Describe the style and quality of both still wines made from regionally important grape varieties and other regionally important named wines made in the key wine producing countries of the world.

Assessment Criteria

At the end of the session the students will be able to:

1. Identify the regionally important grape varieties used in the key wine producing countries of the world and describe the style and quality of the still wines made from these grapes.
2. Identify the regionally important named wines in the key wine producing countries of the world and describe the style and quality of these wine using the WSET Level 2 Systematic Approach to Tasting Wine®.
3. Define the meaning of regionally important and other labelling terms that are commonly used to indicate the style and quality of regionally important still wines.

Section Topic	Time	Mins	Learning Activity (to include presenter and student activity)	Resources
Introduction <i>(note timings may vary depending on how this session is bundled with other sessions)</i>	0	1	<p>State that the learning objective is for students to be able to describe the style and quality of both still white wines made from regionally important grape varieties and other regionally important named still wines made in the key wine producing countries of the world.</p> <p>State the session is 70 minutes long and four wines will be tasted.</p>	Slide 1
Check starting knowledge	2	2	<p>Remind the group that they have already tasted a number of these wines (Pinot Grigio, Gewurztraminer, Vouvray, South African Chenin Blanc).</p> <p>Ask them about these wines to see how much they can remember in order to gauge their starting knowledge.</p>	Slide 1
Pinot Gris/Grigio	4	2	<p>Explain that there are two names (Pinot Grigio and Pinot Gris) are commonly used for this variety and describe the styles that have <i>(to an extent)</i> come to be associated with these different names.</p> <p>Remind students that they tasted an Italian Pinot Grigio in the session on tasting technique.</p> <p>Use acidity to re-cap the role of acidity in food and wine pairing.</p>	Slide 2
Verdicchio and Trebbiano	6	2	<p>Briefly describe the characteristics of the wines made from Verdicchio and Trebbiano. Be clear that these are grape varieties and not wine regions.</p>	Slide 3
Gavi and Soave	8	3	<p>Before bringing up slide 4, ask the group to name the different PDO wines of Italy.</p>	Slide 4

			<p>Locate Gavi and Soave on the map and briefly describe the styles of.</p> <p>Highlight the word Classico. State that it is used to describe the historic centre of a wine region which often has the best sites and produces the best wines.</p>	
Questions	11	3	Use questions or visual prompts such as labels to check students learning in this session and earlier sessions.	APP resources
Chenin Blanc	14	3	<p>Remind the group that they tried two Chenin Blancs in the session on tasting technique.</p> <p>Before moving onto the slide for this variety, ask the group to describe the variety. Re-cap using the slide to make sure that there are no misunderstandings about the styles of wine from both Vouvray and South Africa.</p>	Slides 5-6
Muscadet	17	2	<p>Explain that Melon Blanc is the variety used to make Muscadet. Make sure there is no confusion regarding Muscat.</p> <p>Briefly describe the style of the wines. Re-cap the labelling term sur lie and explain the impact this has on the style of the wines.</p>	Slide 7
Viognier	19	3	<p>State that Viognier is an aromatic grape variety. Ask the group to explain what this means and give examples of other aromatic as well as non-aromatic varieties.</p> <p>Briefly describe the style of wines made from Viognier and explain that it comes from the Northern Rhône.</p> <p>Use this to re-cap this region and ask students to name three important red wines from there and the grape variety used.</p> <p>Finally explain that the popularity of Viognier has now spread to Southern France, Chile, Argentina, Australia and California.</p>	Slide 8
Albariño	22	2	<p>Briefly describe the style of the wines made from Albariño in Rías Baixas.</p> <p>Ask the group to name the PDO labelling terms used in Spain.</p>	Slide 9
Sémillon Semillon <i>(Note on spelling. We use 'é' when in France an 'e' for elsewhere, notably Australia)</i>	24	2	<p>Remind student that Sémillon is blended with Sauvignon Blanc in Bordeaux to produce dry wines as well as the sweet wines of Sauternes.</p> <p>Explain that in Australia Semillon is used to make a very different style in the Hunter Valley. Briefly describe the style of these wines and in particular how they change as they age.</p>	Slide 10
Gewurztraminer <i>(Note on spelling. Because the focus is on France, we use 'u' rather than 'ü')</i>	26	3	<p>Remind the group that they tasted a Gewurztraminer in the session on tasting technique.</p> <p>Ask them to re-cap their impressions and then use the slide to ensure that there are no misunderstandings about the style.</p>	Slide 11

			State that the home of Gewurztraminer is Alsace and that it is also grown successfully in New Zealand.	
Torrontés	29	2	Briefly describe the style of the wines made from Torrontés . Explain that its home is Argentina and that Cafayate produces many of the best examples.	Slide 12
TASTING	31	39	Recommended Tasting Samples: <ul style="list-style-type: none"> • Soave or Gavi • Rías Baixas • Viognier • Argentinian Torrontés <p>Compare Rías Baixas with the Italian white and highlight the similarities between the two, youthful fresh, fruity, un-oaked and high acidity.</p> <p>Compare the aromatic Viognier and Torrontés. Note the differences in the aroma characteristics, acid, body and texture.</p> <p>For each pair discuss the possibility of switch selling if these wines appeared on the same wine list.</p>	Slide 13

Other Black Grape Varieties and Red Wines

Learning Outcome

Describe the style and quality of both still wines made from regionally important grape varieties and other regionally important named wines made in the key wine producing countries of the world.

Assessment Criteria

At the end of the session the students will be able to:

1. Identify the regionally important grape varieties used in the key wine producing countries of the world and describe the style and quality of the still wines made from these grapes.
2. Identify the regionally important named wines in the key wine producing countries of the world and describe the style and quality of these wine using the WSET Level 2 Systematic Approach to Tasting Wine®.
3. Define the meaning of regionally important and other labelling terms that are commonly used to indicate the style and quality of regionally important still wines.

Section Topic	Time	Mins	Learning Activity (to include presenter and student activity)	Resources
Introduction	0	1	<p>State that the learning objective is for students to be able to describe the style and quality of both still red wines made from regionally important grape varieties and other regionally important named still wines made in the key wine producing countries of the world.</p> <p>State the session is two hours long and five wines will be tasted.</p>	Slide 1
Check starting knowledge	1	3	<p>Remind the group that they have already tasted many of these wines (Valpolicella, Barolo, Beaujolais and Zinfandel).</p> <p>Ask the group about these wines to see how much they can remember in order to gauge their starting knowledge.</p>	Slide 1
Beaujolais	4	3	<p>Explain that Beaujolais is immediately to the south of Burgundy.</p> <p>Explain that in Beaujolais is made from Gamay and briefly describe the style of wines produced in Beaujolais.</p> <p>Introduce the concept of a hierarchy system that uses Villages and Cru that is similar to the Southern Rhône.</p>	Slide 2
Beaujolais labels	7	2	<p>Use the labels to go through the hierarchy (Beaujolais (Nouveau), Beaujolais Villages and Fleurie) and the difference in style and quality between the wines.</p>	Slide 3
Tempranillo	9	5	<p>Before bringing up Slide 4 ask the group to name the different PDO labelling terms for Spain and the characteristics of Garnacha.</p> <p>Focussing on Rioja, describe the style of wines made</p>	Slide 4

			from Tempranillo with a focus on blends, oak and bottle ageing.	
Rioja labelling	14	3	State in sequence the labelling terms Joven , Crianza , Reserva and Gran Reserva and state that they run from young and usually unoaked to aged and oaky. DO NOT mention the ageing regulations Based on what they know ask the group to state what flavours they would expect for each style of wine.	Slide 5
Ribera del Duero and Catalunya	17	1	Locate Ribera del Duero and Catalunya and briefly describe the styles of wine made there.	Slide 6
Douro	18	1	Locate the Douro and briefly describe the styles of wine made there.	Slide 7
TASTING	19	20	Recommended Tasting Samples: <ul style="list-style-type: none"> • <i>Joven</i> (ideally from Rioja) • <i>Rioja Reserva</i> or <i>Gran Reserva</i> Taste the wines together. Compare the youthful colour, aroma and flavour of the <i>Joven</i> with a more mature colour, aroma and flavour (in particular oak) of the <i>Reserva/Gran Reserva</i> .	Slide 8
Nebbiolo	39	3	Ask the group to name the different PDO labelling terms for Italy. Briefly describe the style and quality of the wines made from Nebbiolo and identify Barolo and Barbaresco as premium oak aged wines made from Nebbiolo. Remind the group that they tasted a Barolo in the session on tasting technique.	Slide 9
Barbera	42	2	Briefly describe the style of the wines made from Barbera . Use the high acid and high tannin that can be found in many Italian reds to discuss how these characteristic can be affected by food and wine pairing.	Slide 9
Sangiovese	44	2	Briefly describe the style of the wines made from Sangiovese . Locate Brunello di Montalcino and Chianti and identify them as two important areas for Sangiovese wines and briefly describe the style of the wines.	Slides 10-11
Chianti labelling	46	3	Bring up the labels of Chianti and Chianti Classico . Ask the group to explain the meaning of <i>Classico</i> . Bring up the Riserva label and ask what they think that this might mean. Once you have established the exact meaning ask the group what differences they might expect to taste in a <i>Riserva</i> wine.	Slide 12
Valpolicella	49	2	Locate Valpolicella and describe the style of the wines made there.	Slide 13
Types of Valpolicella	51	3	Ask the group to explain the difference between Valpolicella and Valpolicella Classico .	Slide 13

			<p>Ask the group what affect drying has on the sugar levels in a grape.</p> <p>Introduce Amarone and Recioto which are both made with dried grapes. Briefly describe the style and quality of these wines.</p>	
Montepulciano	54	3	<p>Briefly describe the style of wine made from Montepulciano.</p> <p>Makes sure that students understand the difference between Vino Nobile de Montepulciano and Montepulciano d'Abuzzo. Neither are named wines in the specification but this is an important point of clarity to establish.</p>	Slide 14
Aglianico	57	3	<p>Briefly describe the style and quality of wine made from Aglianico.</p>	Slide 15
Primitivo and Zinfandel	1hr	3	<p>Briefly describe the style and quality of wine made from Primitivo.</p> <p>Explain that Zinfandel is the same variety and is the name given to it in California. Describe the styles of wine made in California. Remind the group that they have already tasted a red and rosé Zinfandel.</p>	Slide 15-16
TASTING	1hr3	10	<p>Recommended Tasting Sample:</p> <ul style="list-style-type: none"> • Chianti Classico Riserva <p>Ideally choose sample that has expressive Sangiovese characteristics that are not obscured by other permitted varieties and prominent oak.</p> <p>Lead the tasting and as you do so ask questions about the SAT to make sure the group understand how to use it correctly. Let them know that in the tasting at the end of the session they will be writing notes on their own.</p>	Slide 17
Questions	1hr13	6	<p>Use questions or visual prompts such as labels to check students learning in this session and earlier sessions.</p>	APP resources
Pinotage	1hr19	3	<p>Explain that Pinotage is a speciality of South Africa.</p> <p>Briefly describe the style and quality of wine made from Pinotage.</p>	Slide 18
Carmenère	1hr22	4	<p>Explain that Carmenère originated in Bordeaux but is now considered to be a speciality of Chile.</p> <p>Briefly describe the style and quality of wine made from Carmenère and that it is commonly blended with Cabernet Sauvignon and Merlot.</p> <p>Ask students how ocean currents affect the climate of Chile. Given what they know about the climate and Carmenère ask them whether they would grow it in a coastal region and why.</p>	Slide 19
Malbec	1hr26	4	<p>Explain that Malbec also originated in Bordeaux but is now considered to be a speciality of Argentina especially Mendoza.</p>	Slide 20

			<p>Briefly describe the style and quality of wine made from Malbec and that it is commonly blended with Cabernet Sauvignon and Merlot.</p> <p>Re-cap that altitude is a key factor in the climate of Mendoza. Ask students to explain how altitude affects climate.</p>	
TASTING	1hr30	20	<p>Recommended Tasting Sample:</p> <ul style="list-style-type: none"> • Argentinian Malbec or Chilean Carmenère • South African Pinotage <p>Ask the group to taste both wines by themselves and write a tasting note in order to see how far their tasting skills have advanced.</p> <p>Once they have tasted the wines go through each one in turn to correct any mistakes.</p>	Slide 21
Questions	1hr50	10	Use questions or visual prompts such as labels to check students learning in this session and earlier sessions.	APP resources

Sweet Wines

Learning Outcome

Outline the methods used in the production of sweet wines and describe the style of these wines produced in the key wine producing countries of the world

Assessment Criteria

At the end of the session the students will be able to:

1. Outline the important methods of production used to produce sweet wines.
2. Identify the most important countries and regions for the production of sweet wines and, where relevant, the grape varieties used. Describe the styles of these wines using the WSET Level 2 Systematic Approach to Tasting Wine®.
3. Define the meaning of regionally important and other labelling terms that are commonly used to indicate the style and quality of sweet wines.

Section Topic	Time	Mins	Learning Activity (to include presenter and student activity)	Resources
Introduction <i>(note timings included in the session Other White Grape Varieties and White Wines)</i>	0	0	<p>State that the learning objective is for students to be able to outline the methods used in the production of sweet wines and describe the styles of these wines produced in the key wine producing countries of the world.</p> <p>State the session is 30 minutes long and two wines will be tasted.</p>	Slide 1
Interrupting the fermentation	0	3	<p>Introduce the three principal methods that are used to make sweet wines.</p> <p>Ask the group how a dry wine is made (all the sugar is turned to alcohol). Ask them what would happen if the fermentation was stopped.</p> <p>State that there are two ways that this can be done; filtration and fortification. State that Muscat de Beames-de-Venise is made using fortification.</p>	Slides 2-3
Adding a sweet component	3	2	<p>State that either unfermented grape juice (some German wines) or a sweet wine (Cream Sherry) can be used.</p> <p>State that Sherry will be covered in more detail in the session on fortified wines.</p>	Slide 4
Concentrating the sugars in the grape	5	5	<p>Explain that if the water content in the grape is reduced the sugar content is concentrated. Therefore there is too much sugar for the yeast and the wines are sweet.</p> <p>Dried grapes – Describe the technique and list key wines made this way; Recioto wines from Italy and PX wines from Sherry.</p> <p>Noble Rot – Describe this technique and explain that Sémillon and Riesling are well suited to this style. List key wines made this way; Sauternes, Tokaji and German Auslese (some), Beerenauslese and Trockenbeerenauslese wines.</p>	Slides 5-7

			<p>Ask the group to explain the different <i>Prädikatswein</i> levels covered in the session on Riesling. Use this discussion to feed into the third method</p> <p>Frozen grapes – Explain the technique and list key wines made this way <i>Eiswein</i> and Icewine.</p>	
TASTING	10	20	<p>Recommended Tasting Samples:</p> <ul style="list-style-type: none"> • Sauternes • Muscat de Beaumes-de-Venise <p>Taste the wines as a pair and highlight the differences between them. Focus on production methods (impact of Noble Rot and if relevant oak) and grape variety (impact of Muscat) that explain the differences in style and quality level between these two wines.</p>	Slide 8

Sparkling Wines

Learning Outcome

Outline the methods used in the production of sparkling wines and describe the style of these wines produced in the key wine producing countries of the world

Assessment Criteria

At the end of the session the students will be able to:

1. Outline the important methods of production used to produce sparkling wines.
2. Identify the most important countries and regions for the production of sparkling wines and, where relevant, the grape varieties used. Describe the styles of these wines using the WSET Level 2 Systematic Approach to Tasting Wine®.
3. Define the meaning of regionally important and other labelling terms that are commonly used to indicate the style and quality of sparkling wines.

Section Topic	Time	Mins	Learning Activity (to include presenter and student activity)	Resources
Introduction <i>(note timings will vary depending on how this session is bundled with other sessions)</i>	0	1	<p>State that the learning objective is for students to be able to outline the methods used in the production of sparkling wines and describe the styles of these wines produced in the key wine producing countries of the world.</p> <p>State the session is one hours and 20 minutes long and four wines will be tasted.</p>	
Re-cap on fermentation	1	4	<p>Ask students what role yeast and sugar play in fermentation and ask them what normally happens to the CO₂.</p> <p>Challenge them to think about how to retain some CO₂ in a wine.</p> <p>Try and get them to the point that they are saying that if a fermentation happens in a sealed vessel the CO₂ is trapped and the wine becomes sparkling.</p>	
Overview	5	1	<p>Re-cap what the aim of making sparkling wine is and that there are two principal methods; bottle fermentation and tank fermentation.</p>	
Traditional Method	6	7	<p>Run through the Traditional Method in chronological order. Make sure to cover the following points:</p> <ul style="list-style-type: none"> • Flavours that develop through yeast autolysis • Use a bottle as a prop to explain riddling and disgorging. Make sure the group understands that doing this by hand is now the exception. • Emphasise that dosage is where sweetness (if any) is added. • Explain that these wines can often be identified by labelling terms such as Traditional Method and Méthode Traditionelle. 	
Transfer Method	13	3	<p>Explain that the processes are identical to the Traditional Method up to the end of the second fermentation. At this point the wine is not riddled rather it is disgorged</p>	

			<p>into tanks and filtered to remove the yeast.</p> <p>Emphasise that it is very hard to tell the difference between wines made using the traditional and transfer method by tasting. Bottle fermented is a labelling term that is sometimes used for these wines.</p>	
France	16	5	<p>Locate Champagne and explain it is the premier global sparkling wine.</p> <p>Mention that it has a cool climate and ask students what impact this will have on acid levels.</p> <p>State that the key grape varieties are Chardonnay and Pinot Noir (mention Meunier but it will not be examined). Ask students to explain how white wine can be made from black grapes.</p> <p>Briefly describe the style and quality of wine from Champagne.</p> <p>Explain that Crémant is a style that is widely made in France from local varieties. (regions where it is made can be mentioned but will not be examined).</p> <p>Explain that the Lorie is an important area for sparkling wine and that Saumur is an important appellation.</p>	
Cava	21	3	<p>Explain that Cava can be made in a number of regions in Spain.</p> <p>Explain that Catalunya is the main region responsible for the production of Cava and the local grape varieties predominate. Briefly describe the style and quality of Cava.</p>	
Other Regions	24	2	<p>Explain that sparkling wine is made throughout the world (Australia, New Zealand, California and South Africa) and that premium wines are typically from Chardonnay and Pinot Noir using the Traditional Method.</p>	
Labelling Terms	26	3	<p>Briefly explain the meaning of following labelling terms.</p> <ul style="list-style-type: none"> • Brut • Vintage • Non-Vintage (note that Non-Vintage is not a labelling term but a type of sparkling wine that students need to be aware of) • Traditional Method • Méthode Traditionelle • Bottle fermented • Méthode Cap Classique. 	
Opening Sparkling Wine	29	3	<p>Explain that these wines should be served in a flute glass and served well chilled.</p> <p>Run through how to open a bottle of sparkling wine correctly and the safety precautions that need to be taken.</p>	
Tank Method (dry styles)	32	4	<p>Explain the processes involved in the Tank Method in chronological order and in particular emphasise that it is</p>	

			advantageous for aromatic grape varieties or wines made in a fresh fruity style because there is typically little or no yeast autolysis.	
Prosecco and Sekt	36	2	Locate Prosecco and briefly describe the style of wine that is made there. Explain that Sekt is a huge sparkling wine category in Germany that is often made from grape grown throughout the EU. Briefly describe the style of the wines.	
Tank Method (sweet styles)	38	2	Explain how sweet sparkling wines can be made using the Tank Method.	
Asti	40	1	Locate Asti and briefly explain the style of wine that is made there and the importance of the grape variety Muscat in giving the wine its aromatic character.	
TASTING	41	39	Recommended Tasting Samples: <ul style="list-style-type: none"> • Non-Vintage Champagne • Cava • Prosecco or Asti • A New World bottle-fermented sparkling wine <p>As the bottles are passed round ask the group to write down the expected grape varieties and anything on the label that stands out? Brut, NV, DOCG, low abv etc. Before the wines are tasted, ask them to use this information to make a predication as to what the wine will taste like.</p> <p>Taste the wines together to see if their predictions are true.</p>	

Fortified Wines

Learning Outcome

Outline the methods used in the production of fortified wines and describe the style of these wines produced in the key wine producing countries of the world

Assessment Criteria

At the end of the session the students will be able to:

1. Outline the important methods of production used to produce fortified wines.
2. Identify the most important countries and regions for the production of fortified wines and, where relevant, the grape varieties used. Describe the styles and quality of these wines using the WSET Level 2 Systematic Approach to Tasting Wine®.
3. Define the meaning of regionally important and other labelling terms that are commonly used to indicate the style and quality of sweet wines.

Section Topic	Time	Mins	Learning Activity (to include presenter and student activity)	Resources
Introduction <i>(note timings included in the session Sparkling Wines)</i>	0	0	<p>State that the learning objective is for students to be able to outline the methods used in the production of fortified wines and describe the style of these wines produced in the key wine producing countries of the world.</p> <p>State the session is 40 minutes long and two wines will be tasted.</p>	Slide 1
Fortification	0	3	<p>State that the aim of fortifying wines is to increase the alcoholic strength by adding grape spirits. Explain that this can be done in two different ways:</p> <ul style="list-style-type: none"> • During fermentation (as in Port) to produce a sweet wine. • After fermentation (as in most Sherry) to produce a dry wine that can be sweetened. 	Slide 2
Sherry	3	1	<p>Locate Sherry and explain that there are two grape varieties in Sherry; Palamino (used to make dry wines), PX (used to make sweet wines)</p>	Slide 3
Making Sherry	4	6	<p>Explain the main steps in the production of the dry styles of Sherry. Be sure to explain that:</p> <ul style="list-style-type: none"> • <i>Fino</i> must be fortified to 15%. Introduce <i>flor</i> as a yeast that protects these wines from oxidation and introduces bready aromas to the wines. • <i>Oloroso</i> must be fortified to 18% abv. At this strength <i>flor</i> cannot grow and the wines oxidise. Ask the group what colour and aromas they would expect from oxidation (brown, roasted nuts etc.). • Introduce the <i>Solera</i> system as a way of ageing and blending at the same time. • These wines can be sweetened. <p>DO NOT over explain the processes.</p>	Slide 4

Dry Styles of Sherry	10	1	Quickly recap Fino . Explain that Amontillado is a <i>Fino</i> that has been refortified to kill the <i>flor</i> and then aged further under the influence of oxygen. State that it has characteristics of both a <i>Fino</i> and an <i>Oloroso</i> . Quickly re-cap Oloroso .	Slide 5
Sweet Styles of Sherry	11	2	All dry Sherry's can be sweetened but students only need to be aware of Cream . Explain that a sweetened <i>Oloroso</i> is a <i>Cream Sherry</i> . Briefly describe the style of these wines. PX is a sweet Sherry that is made from dried grapes. Ask the group to explain why this would result in a sweet wine. Briefly describe the style of PX wines.	Slide 6
Port	13	1	Locate Port and explain that it is a blend of many different grape varieties.	Slide 7
Port Production	14	3	Before showing the slide, explain that Port is a sweet red wine. Ask the group to explain how this might be made. Show the slide and briefly re-cap the processes to make sure that it is clearly understood.	Slide 8
Styles of Port	17	4	Explain the style and quality of the main types of Port; Ruby, LBV, Vintage and Tawny . Note that the examiners will not expect students to be able to differentiate between the various types of Tawny but it is important that in the classroom you establish the difference between inexpensive and premium versions of this type of Port.	Slide 9
TASTING	21	19	Recommended Tasting Samples: <ul style="list-style-type: none"> • Fino Sherry • LBV Port Taste the wines and use the tasting to reinforce understanding with regards to production methods. In particular the timing of fortification (dry or sweet), <i>flor</i> and how the wines are matured.	Slide 10

Spirits Tasting (in combination with the spirits video)

Learning Outcome

Outline the key principles and methods used in the production of the principal categories of international spirits and describe the styles of the spirits produced.

Assessment Criteria

After watching the video and tasted the spirits in the classroom the students will be able to:

1. Outline the principles and methods used in the production of spirits.
2. Outline the methods of production used for the principal categories of international spirits and describe the styles of the sprits produced.
3. Define the meaning of regionally important and other labelling terms that are commonly used to indicate the quality and style of international spirits

Section Topic	Time	Mins	Learning Activity (to include presenter and student activity)	Resources
Introduction <i>(note timings included in the session Other White Grape Varieties and White Wines)</i>	0	0	<p>State that the learning objective (combined with the spirits video) is for students to be able to outline the principles and methods used in the production of the principal categories of international spirits and describe the styles of the spirits produced.</p> <p>State that this is a twenty minutes tasting of four spirits combined with a check on learning.</p>	APP resources
TASTING and Questions	0	20	<p>Recommended Tasting Samples:</p> <ul style="list-style-type: none"> • Neutral White Rum or Vodka • London Dry Gin • Cognac VSOP • Scotch Whisky <p>Ask the group what they would expect each sample to taste like in terms of flavour intensity and key flavours.</p> <p>Sample the spirits quickly (there is no SAT for spirits in this qualification) to see if their predictions are correct.</p> <p>Use questions based on each sample to test methods the groups understanding of production, raw materials and important labelling terms.</p>	APP resources

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