



WSET
WINE & SPIRIT
EDUCATION TRUST

WSET® Level 1 Award in Wines

Session Plans



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Issue 1

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Designed by WSET

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Introduction

KEY DOCUMENTS

The documents listed below have been created by WSET specifically for the Level 1 Award in Wines. Other than the Specification, you are not required to use the materials supplied by the WSET. However, it is strongly recommended that you use these materials because they have been designed to cover the Learning Outcomes of this qualification exactly and they offer a full but manageable day of learning for students who are completely new to the subject. They have been thoroughly tested in the classroom and alongside examinations, and they have been shown to work very well.

Specification

The Specification is the key document for this qualification; it is the definitive guide for you, students and examiners alike. This document spells out exactly what students need to know and this is the document that the examiners use to set the examination papers. The Specification also includes examination regulations, sample questions and other useful information.

This document is available on the WSET website. Students do not need to read this document before they attend the course because the teaching and student materials are designed to cover everything they need to know in a sufficient level of detail.

An Introduction to Wine

An Introduction to Wine is a workbook that has been written by the WSET to accompany this qualification. It is a relatively short document that provides a concise and comprehensive introduction to the subject. Importantly, it includes all of the information students will be expected to know in order to pass the examination. Any content that is not examinable is clearly highlighted.

The workbook has also been designed to work alongside the classroom sessions and therefore there is no need to print off PowerPoint slides. In order to work with the students this workbook has been designed with plenty of blank space and wide margins so that students have space to write their own notes. The session plans include a number of exercises to check learning and the resources needed for these exercises (for example, sample wine lists) are included within the workbook. The workbook also includes space for students to write their tasting notes.

PowerPoint and Session Plans

As noted above the PowerPoint and Session Plans are designed to work in conjunction with the workbook *An Introduction to Wine*. In following the session plans you can be sure that you will cover all of the learning outcomes in the Specification.

This educational package provides you with a complete programme that can be used as it comes but, within the limits of the course structure, you are encouraged to adapt the classroom time to suit your style and the needs of the students.

Resources List

As you will see in the following session plans, the Level 1 in Wines is a dynamic course that includes several activities throughout the time in the classroom. These activities require a number of resources, therefore the below list has been provided so you can check that you have all the necessary items before starting a course.

RESOURCES REQUIRED BY SESSION

Session 1

- *An Introduction to Wine* workbook (1 per student)
- Black grapes (2 per student)
- White paper napkins (1 per student)
- Four sugar and acid samples; enough volume for each student to taste each sample (prepared according to the *Instructions for Preparing Sugar and Acid Samples* below)

Session 2

Tasting of three wines*. The aim of this tasting is for students to experience wines with different notable characteristics e.g. high acidity, low and high tannins, and different aromas and flavours. An example would be:

- **White wine** – dry Sauvignon Blanc or Riesling (chosen for easily identifiable aroma and flavour characteristics and acidity level).
- **Rosé wine** – dry or medium sweet style made from one of principal varieties or Zinfandel.
or
- **Red wine** – low or medium tannins made from one of principal varieties or a named wine listed in the specification.
- **Red wine** – high levels of tannins made from one of the principal varieties or a named wine from the specification.

*The number of wines is subject to APP's selection. The wines above are recommended in the session plans. Please check Recommended Tasting Samples in the Specification for details of the types of wines that must be shown as a minimum on the course.

Session 3

- A bottle of still wine sealed with a cork and a corkscrew*
- A bottle of sparkling wine*

*Demonstrating the opening of bottles of wine is optional.

Session 4

Tasting of six wines*. The aim of this tasting is for students to experience wines with different notable characteristics e.g. high acidity, low and high tannins, high alcohol, sweetness and to then experience how these wines each interact with different types of food. In order to do this, it is recommended that you show:

- **Wine 1** – White, dry, high acidity, light body, unoaked (e.g. Pinot Grigio or Sauvignon Blanc)
- **Wine 2** – White, dry, medium or high acidity, medium or full bodied, with oak (e.g. white Burgundy or warm climate oaked Chardonnay)
- **Wine 3** – Red, dry, low in tannin, light bodied (e.g. Beaujolais or Pinot Noir)

- **Wine 4** – Red, dry, medium or high in tannin, medium bodied (e.g. Chianti or red Bordeaux)
- **Wine 5** – Red, dry, full bodied, high alcohol (e.g. warm climate Cabernet Sauvignon or Shiraz)
- **Wine 6** – White or rosé wine with medium or sweet levels of sugar (e.g. Sauternes or White Zinfandel)

*The number of wines is subject to APP's selection. The wines above are recommended in the session plans. Please check Recommended Tasting Samples in the Specification for details of the types of wines that must be shown as a minimum on the course.

- **Bitter strips** (1 per student) – These are phenylthiocarbamide (PTC) test strips. There are a number of websites that sell them.
- **Monosodium glutamate** (a small sample per student) – This is used as a flavour enhancer. It is widely available online.
- **Food samples** (1 piece of each food for each student)
 - ◇ Salt
 - ◇ Lemon
 - ◇ Sweet biscuits or similar sweet food
 - ◇ Chilli-flavoured crisps/chips or crackers
 - ◇ A full-flavoured, fatty food e.g. cheese, smoked salmon, salami
- **Mock Exam Paper** (1 per student). The mock exam is optional but can be a helpful activity to check learning and to show students the type of questions they will be asked in the examination. The mock exam can be used as an interactive activity whereby the educator asks the questions and the answers are given verbally by the students. This can quickly highlight any areas of misunderstanding before the examination.

INSTRUCTIONS FOR PREPARING SUGAR AND ACID SAMPLES

Samples to be shown in neutral bottles numbered 1 to 4 (one bottle should serve approximately 12 students).

- **Sample 1** – 5 grams/litre of sugar
- **Sample 2** – 30 grams/litre of sugar
- **Sample 3** – 10 grams/litre of tartaric acid
- **Sample 4** – 2.5 grams/litre of tartaric acid

Equipment needed:

- Tartaric acid (This is widely available on the Internet. Lemon juice could be used as an alternative, but greater concentrations may be needed.)
- Sugar
- 1 litre measuring jug
- Measuring spoons or measuring scales
- Neutral bottles
- Kettle or pan

How to prepare the samples:

Measure the acid or sugar using a measuring spoon or scales and pour into the 1 litre measuring jug. Add a small amount of boiled water from the kettle or pan and mix to dissolve. Then fill the measuring jug up to the 1 litre mark with cold water. Pour the liquid into the relevant neutral bottle and throw away any excess. Repeat as necessary.

An Overview of the Sessions

The timings shown here and throughout the Session Plans are based on extensive trials and have been shown to work. However, you may need to adapt these. There is plenty of scope to expand or contract sessions in order to meet the requirements of your students and the minimum learning hours.

Student Registration and Introduction	9.15-9.30	15 minutes
Session 1: An Introduction to Wines	9.30-11.00	90 minutes
<i>Morning Break</i>	11.00-11.20	20 minutes
Session 2: Understanding the Systematic Approach to Tasting Wine	11.20-11.40	20 minutes
Session 3: Storage and Service	11.40-12.20	40 minutes
<i>Lunch Break</i>	12.20-13.20	60 minutes
Session 4: Food and Wine Pairing	13.20-15.20	120 minutes
<i>Afternoon Break</i> <i>This is a good opportunity to set up the tables and chairs ready for examination conditions.</i>	15.20-15.30	10 minutes
Mock examination	15.30-16.00	30 minutes
<i>Examination preparation (admin)</i>	16.00-16.15	15 minutes
Examination	16.15-17.00	45 minutes

Session 1: An Introduction to Wine

Learning Outcome

To know why there are different types and styles of wine.

Assessment Criteria

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

1. Know that wine is made from fresh grapes and identify what the different components of the grape contribute to a wine.
2. Know how climate affects the different components of the grape and how these differences impact on wine style.
3. Know how grapes are made into wine by the process of fermentation.
4. List the stages of winemaking and identify the key differences between the red, rosé and white winemaking process.
5. Identify the types and styles of wines produced.
6. State the characteristics of the principal grape varieties:
 - White grapes: Chardonnay, Sauvignon Blanc, Pinot Grigio and Riesling*
 - Black grapes: Cabernet Sauvignon, Merlot, Pinot Noir and Syrah/Shiraz*
7. Name the key regions where the principal grape varieties are grown and state how the climate and winemaking will impact on the style of wine produced.
8. State the key characteristics of wines made from the principal grape varieties.
9. State the key characteristics of wines labelled as:
 - Still: White Zinfandel, Beaujolais, Côtes du Rhône, Chianti, Rioja, Châteauneuf-du-Pape, Sauternes*
 - Sparkling: Prosecco, Cava, Champagne*
 - Fortified: Port, Sherry*

Total Time

90 minutes

Topic	Minutes	Slide	Educator Guidance
Course Introduction	1	Slide 1	Introduce self. State the location of facilities. State the health and safety information e.g. fire exits, relevant to the course location.
	2	Slide 2	Outline the course content for the day. Describe how the workbook will be used to record tasting notes and activities during the day. Outline the examination to include: <ul style="list-style-type: none"> • Where and when the examination will take place • What is meant by the term 'closed book examination' • That the examination is of 30 multiple-choice questions to be completed within 45 minutes • That 70% (21 correct answers) is required to pass • The expected lead time for results to be issued.

Topic	Minutes	Slide	Educator Guidance
Introduction to Wine	4	Slide 3	<p><i>Ask the learners to define wine.</i></p> <p><i>You may get several answers if the market has a variety of definitions of wine for example rice wine, apple wine or plum wine.</i></p> <p>State that for the purpose of this qualification wine is an alcoholic beverage made from fresh grapes.</p> <p>Activity 1</p> <p>Provide the learners with:</p> <ul style="list-style-type: none"> • Two black grapes • A white paper napkin <p>Instruct the learners to peel one grape and place its skin on the napkin. <i>(If the grape has seeds these should be removed too.)</i></p> <p>Instruct the learners to taste the pulp of the peeled grape. <i>Ask the learners to identify what they are tasting.</i> <i>(The learners will usually tell you they can taste sugar and grape flavours but often do not recognise acidity.)</i> <i>If the learners identify acid ask them where they can taste it and what sensation the acid is giving them.</i> <i>Describe how to recognise acidity and how it will make the mouth water.</i></p> <p>State that the pulp is made up of sugar, acidity and water.</p> <p>Instruct the learners to now chew the separated grape skin. <i>Ask the learners to describe the sensation in the mouth they are getting from the skin.</i></p> <p>State that the mouth-drying sensation they are experiencing is caused by the component in grape skins known as tannin.</p> <p>Instruct the learners to look at the white napkin as see how the napkin is now stained red from the black grape.</p> <p>State that the colour and tannin in wines comes from the skins of grapes.</p> <p>State that:</p> <ul style="list-style-type: none"> • White wines are made from the juice from the pulp of the grapes only. • Red and rosé wines are made from juice, pulp and skins from grapes.

Topic	Minutes	Slide	Educator Guidance
Introduction to Wine (contd.)		Slide 3 (contd.)	<p>Instruct the learners to taste the whole unpeeled grape.</p> <p><i>Ask the learners if the experience is different now all the components of the grape are tasted together.</i></p> <p>Recap with questions on what each part of the grape provides.</p>
Fermentation	3	Slide 4	<p>Explain the process of fermentation:</p> <ul style="list-style-type: none"> • In order to make grapes into an alcoholic beverage a single-celled organism called yeast is required. • Yeast are found naturally on the surface of the skins of grapes or may be added by the winemaker. • Yeast will convert sugar into alcohol and will also produce carbon dioxide gas. • The more sugar in grapes the more alcohol it is possible to produce. • Alcohol production will stop when all the sugars are consumed or when the alcohol reaches levels that will be toxic for the yeast (approximately 15% and above). • Alcohol is measured as a % of the total volume of wine. • Fermentation is the name of the process where sugars in grapes are converted into alcohol by yeast.
Grape Growing	1	Slide 5	<p>Describe how bunches of grapes form:</p> <ul style="list-style-type: none"> • Grapes are produced each year by a grape vine. • A grape vine is a plant that can live for decades. • The vine will flower in the spring. • Each flower will form an individual grape. • The flowers are in clusters which form bunches of grapes. They will be small, hard and green when first formed.
	2	Slide 6	<p>Describe how grapes will ripen between flowering and harvesting.</p> <ul style="list-style-type: none"> • The grapes swell with water. • Sugar levels in the grapes rise. • Acid levels in the grapes fall. • Flavours become riper. • White grapes change in colour from green to golden. • Black grapes change in colour from green to purple. <p>State that the amount of warmth and sunlight a vine receives during ripening will impact on the quality and characteristics of the grapes.</p> <p>State that due to having thicker, coloured skins, black grapes will need more sunlight and warmth to ripen than white grapes.</p>

Topic	Minutes	Slide	Educator Guidance
Climate	2	Slide 7	Indicate on the map the latitudes where grapes are grown.
		Slide 8	<p>For cool climates state that:</p> <ul style="list-style-type: none"> • Cool climates are nearer the poles. • Sunlight is weak and there is less warmth to ripen grapes. • Generally the grapes grown in a cool climate will be lower in sugars and higher in acidity. • White grapes are mainly grown in cool climates. • Identify examples of cool climate wine-producing regions: <ul style="list-style-type: none"> ◇ Northern France ◇ Germany
		Slide 9	<p>For warm climates state that:</p> <ul style="list-style-type: none"> • Warm climates are nearer to the equator. • Sunlight is more intense and there is more warmth to ripen the grapes. • The grapes will have higher levels of sugars and lower levels of acidity. • Black grapes are mainly grown in warm climates. • Identify examples of warm climate wine-producing regions: <ul style="list-style-type: none"> ◇ Parts of Australia ◇ Parts of California <p><i>Ask the learners to identify the climate that will produce grapes that are suitable for producing wines with higher levels of alcohol.</i></p> <p><i>Ask if they know of any other wine-producing regions that may have this type of climate.</i></p>
Winemaking	4	Slide 10	<p>Outline the key stages of white wine production:</p> <ul style="list-style-type: none"> • Crushing – to break up grapes and to release some juice • Pressing – to release juice and separate the skins from the pulp • Fermentation – <i>ask the learners to give a definition of fermentation</i> • State that wine can be fermented in stainless steel which adds no flavours or in oak which can add some flavours • Maturation – wines can be stored after fermentation in stainless steel or oak • Describe the flavours of oak as vanilla, cloves, cedar, coconut • Bottling <p>Outline the process of making red and rosé wine focusing on the differences between white, red and rosé wine making:</p> <ul style="list-style-type: none"> • Fermentation in contact with skins to extract colour and tannin • Draining – early for rosé as less colour and no tannin required • Pressing after fermentation completed for red wines

Topic	Minutes	Slide	Educator Guidance
Types of Wine	4	Slide 11	<p>Identify the three different types of wine.</p> <p>Still</p> <p>State the range of alcohol which will be produced through fermentation: 8% abv to 15% abv.</p> <p><i>Ask the learners why the maximum alcohol is 15%.</i></p> <p>State that a wine can be named after the grape it is made from.</p> <p>State that Pinot Grigio is an example of a wine named after a grape.</p> <p><i>Ask the learners to name any other wines they know named after grapes.</i></p> <p>State that a wine can be named after the place where the grapes are grown. Examples of wines named after place are:</p> <ul style="list-style-type: none"> • Sancerre from France • Burgundy from France • Rioja from Spain • Chianti from Italy <p><i>Ask the learners if they know of any other wines named after the place they come from.</i></p>
		Slide 12	<p>Sparkling</p> <p>State that sparkling wine is a wine where carbon dioxide created by fermentation is trapped in the wine.</p> <p>List the examples of sparkling wine:</p> <ul style="list-style-type: none"> • Champagne from France • Cava from Spain • Prosecco from Italy
		Slide 13	<p>Fortified</p> <p>State that fortified wines are wines that have additional alcohol added to increase the alcohol to between 15 and 22% abv.</p> <p>List examples of fortified wines:</p> <ul style="list-style-type: none"> • Sherry from Spain • Port from Portugal
Styles of Wine	1	No slide	<p>Styles of wine - Introduction</p> <p>State that types of wines can be divided by characteristics which combine to give style categories:</p> <ul style="list-style-type: none"> • Colour • Level of sweetness, acidity, tannin and alcohol, body • Aroma and flavour characteristics

Topic	Minutes	Slide	Educator Guidance
Colour	4	Slide 14	<p><i>Before revealing the next slide, ask the learners where the colour in red wines comes from.</i></p> <p>Red Wine</p> <p>State that red wine is made from black grapes only as the colour is found in the skin and not the pulp.</p> <p><i>Ask the learners what else can be extracted from the skins.</i></p> <p>List examples of red wines:</p> <ul style="list-style-type: none"> • Rioja from Spain • Cabernet Sauvignon
		Slide 15	<p>White Wine</p> <p>State that as no colour is required the majority of white wine is made from the juice of white grapes.</p> <p>Explain how white wines are made from black grapes.</p> <p>List examples of white wines:</p> <ul style="list-style-type: none"> • Chablis from France • Riesling
		Slide 16	<p><i>Before revealing slide, ask learners how rosé wines are made.</i></p> <p>Rosé Wine</p> <p>State that rosé is made from black grapes but will have a short contact time with skin before juice is drained off.</p> <p>List examples of rosé wines:</p> <ul style="list-style-type: none"> • White Zinfandel from California
Sweetness	5	Slide 17	<p>Sweetness</p> <p><i>The learners should all have samples prepared in line with 'Instructions for Preparing Sugar and Acid Samples'.</i></p> <p>State that wines can be dry, medium or sweet.</p> <p>Give examples of dry wines:</p> <ul style="list-style-type: none"> • Côtes du Rhône from France • Sauvignon Blanc <p>Instruct the learners to taste sample 1.</p> <p><i>Ask the learners if they can taste any sweetness. (The majority of learners cannot taste any sweetness in the sample.)</i></p> <p>State that sample 1 has a similar amount of sugar to most dry wines.</p>

Topic	Minutes	Slide	Educator Guidance
Sweetness (contd.)		Slide 17 (contd.)	<p>Explain how sweet wines can be made:</p> <ul style="list-style-type: none"> • Yeast is removed before fermentation is complete so not all of the sugar is converted into alcohol. • Unfermented grape juice is added to wine. • Sugar levels are so high in grapes that yeast die before all the sugar can be fermented into alcohol. • In the case of fortified wines, the yeast are killed by the addition of high-strength distilled alcohol before they have eaten all of the sugar. <p>Instruct the learners to taste sample 2. <i>(The learners will find the sample far sweeter as it has six times more sugar.)</i></p> <p>State that the sample does not have as much sugar as most sweet wines. Ask the learners how the water feels in the mouth with more sugar in the sample, compare this to how sample 1 felt.</p> <p>State that one sample feels heavier in the mouth and that it would be said that this sample has more 'body' than the other.</p>
		Slide 18	<p>List examples of wines that are medium in sweetness:</p> <ul style="list-style-type: none"> • White Zinfandel from California • Some Sherries, from Spain • Some German Rieslings
		Slide 19	<p>List examples of sweet wines:</p> <ul style="list-style-type: none"> • Sauternes from France • Some German Rieslings • Port from Portugal • Some Sherries, from Spain
Acidity	3	Slide 20	<p>Acidity</p> <p>Identify the reason why acidity is required in wines:</p> <ul style="list-style-type: none"> • Makes wine refreshing • Balances sweetness in sweet wine <p>Describe what happens to wine if it has too much or too little acidity.</p> <p>Instruct the learners to taste sample 3. <i>Ask the learners to describe how they are reacting to the high level of acidity in sample 3.</i></p>
		Slide 21	<p>List examples of wines with notable high levels of acidity:</p> <ul style="list-style-type: none"> • White: Chablis from France, Sauvignon Blanc, Riesling • Red: Chianti from Italy, Cabernet Sauvignon, Pinot Noir

Topic	Minutes	Slide	Educator Guidance
Acidity (contd.)		Slide 21 (contd.)	<p>Instruct the learners to taste sample 4. <i>Ask the learners to describe how they are reacting to the low level of acidity in sample 4.</i></p> <p>Instruct the learners to mix sample 2 and 3. <i>Ask the learners to describe how they now taste the sweetness and acidity in the sample.</i> <i>Ask the learners if it feels as sweet and if the acidity feels as high.</i></p> <p>Discuss the concept of balance in wines and how the interactions between sugar, acidity, tannin and flavours are important to bring balance to a wine.</p>
Tannin	1	Slide 22	<p><i>Before revealing slide:</i> <i>Ask the learners to tell you what tannin feels like in the mouth.</i> <i>Ask the learners where tannin comes from in red wines.</i></p> <p>Tannin Identify examples of wines with notable low and high levels of tannins. High levels of tannin:</p> <ul style="list-style-type: none"> • Red Bordeaux from France • Chianti from Italy <p>Low levels of tannin:</p> <ul style="list-style-type: none"> • Beaujolais from France • Pinot Noir
Alcohol	1	Slide 23	<p>Alcohol <i>Ask students how they would know by looking at a label how much alcohol is in a wine.</i></p> <p>State that it is compulsory to have the amount of alcohol on a wine label.</p> <p>Give examples of wines with notable levels of alcohol.</p> <ul style="list-style-type: none"> • High levels of alcohol: Châteauneuf-du-Pape from France • Low levels of alcohol: White Zinfandel from California
Body	2	Slide 24	<p>Body State that body is the feel of the wine in the mouth. State that alcohol in wine can make wine feel 'heavier' in mouth. State that generally the more alcohol the more body there is in the wine: the lower alcohol the lighter body. State that tannin and sugar can make a wine feel heavier and acidity can make it feel thinner.</p>

Topic	Minutes	Slide	Educator Guidance
Body (contd.)		Slide 24 (contd.)	<p><i>Ask the learners of to imagine the difference in mouthfeel of types of familiar products. This could be milk (fat free/ semi-skimmed or reduced fat/full-fat or half and half) or fruit juice (lemon juice/freshly squeezed orange juice/mango juice). Ask them which one is light, medium and full bodied.</i></p> <p>List examples of light-, medium- and full-bodied wines.</p> <p>Light bodied:</p> <ul style="list-style-type: none"> • White: Pinot Grigio from Italy • Red: Beaujolais from France <p>Medium bodied:</p> <ul style="list-style-type: none"> • White: Sancerre from France • Red: Côtes du Rhône from France <p>Full-bodied:</p> <ul style="list-style-type: none"> • White: Sauternes from France • Red: Cabernet Sauvignon from California
Aroma and Flavour Characteristics	2	Slide 25	<p>Aroma and Flavour Characteristics</p> <p>Identify where the characteristics of a wine can come from:</p> <ul style="list-style-type: none"> • The fruit characteristics typical of the grape variety • The ripeness of fruit – the same grape variety can taste very different when grown in a cool climate to a warm climate • Oak – oak will add vanilla, coconut, clove and cedar wood <p>State that other flavours are found in wines due to winemaking and ageing a wine after it is made such as mushroom and leather. (At Level 1, potential for a named wine to age in bottle and the flavours that develop through ageing in bottle will not be assessed.)</p>
Grape Varieties		Slide 26	List the eight principal grape varieties of the Level 1 Award in Wines.
Chardonnay	5	Slide 27	<p>Describe the characteristics of the Chardonnay grape from a cool and warm climate.</p> <p>State that Chardonnay produces dry wines and is often oaked.</p> <p>State that Chablis is from France and is a cool climate wine made from Chardonnay which is usually unoaked with apple and citrus character, high acidity and light body.</p> <p>State that White Burgundy is from France which will usually have citrus and stone fruit, high acidity and medium body as it comes from an area which is a little warmer than Chablis.</p>

Topic	Minutes	Slide	Educator Guidance
Chardonnay (contd.)		Slide 27 (contd.)	<p>State that Australia and California are also well-known for producing Chardonnay. They both have areas that are warm and the Chardonnays from these places will have more peach and pineapple fruit, medium acidity and medium to full body and often will have oak flavours.</p> <p>State that Chardonnay can also be used to make Champagne</p>
Sauvignon Blanc	4	Slide 28	<p>Describe the characteristics of Sauvignon Blanc.</p> <p>State that Sauvignon Blanc is grown in cool climates and has pronounced green fruit, citrus and vegetable characteristics. State that the wines are usually dry, high in acidity and medium bodied.</p> <p>State that it is usually made in stainless steel to keep the variety's flavour characteristics.</p> <p>State that Sancerre is from France and is a cool climate wine from Sauvignon Blanc.</p> <p>New Zealand is a cool climate country famed for making distinctive Sauvignon Blanc.</p>
Pinot Grigio	2	Slide 29	<p>Describe the characteristics of Pinot Grigio.</p> <p>State that Pinot Grigio is grown in many countries but is mostly associated with cooler regions of Italy.</p> <p>Describe the style as usually dry with pear and lemon character, often unoaked and light bodied.</p>
Riesling	4	Slide 30	<p>Describe the characteristics of Riesling.</p> <p>State that Riesling is grown in cool climates.</p> <p>Describe Riesling as having high levels of acidity with citrus, green fruit, stone fruit and floral characteristics.</p> <p>Describe the wine styles as dry, medium or sweet with light to medium body.</p> <p>State that the wines are generally made in stainless steel and is not oaked to preserve the fruit character.</p> <p>Describe the styles of wine from Germany as coming in a range of dry, medium and sweet styles.</p> <p>Describe the styles of Riesling wines in Alsace in France and Australia as dry.</p>

Topic	Minutes	Slide	Educator Guidance
Cabernet Sauvignon	4	Slide 31	<p>Describe the characteristics of Cabernet Sauvignon.</p> <p>State that it is a grape that needs warmth to fully ripen.</p> <p>Describe the variety as high in tannin and acidity with blackcurrant, mint, green bell pepper flavours. The wines usually have oak characteristics.</p> <p>State Bordeaux is in France and is the least warm region for Cabernet Sauvignon. Describe the wines as having flavours of fresh blackcurrant fruit and green bell pepper, cedar flavours from oak, high tannin and acidity and medium body.</p> <p>Describe Cabernet Sauvignon from warmer regions of California, Australia, Chile and South Africa as fuller in body, with high levels of alcohol, tannin, acidity and blackcurrant and black cherry fruit, mint and oak.</p>
Merlot	4	Slide 32	<p>Describe the characteristics of Merlot grape.</p> <p>State that Merlot needs warmth to ripen and is usually grown in the same regions as Cabernet Sauvignon.</p> <p>Describe the variety as having medium levels of tannin and acidity. Describe Merlot wines as full-bodied with flavours ranging from red fruits (strawberry, plum) to black fruits (blackberry, black cherry), and flavours of vanilla from oak.</p> <p>State that Merlot is grown in Bordeaux where it is often blended with Cabernet Sauvignon to add tannin and acidity to the Merlot wine.</p> <p>State that Merlot is widely grown in a number of places, such as Chile and California to produce soft, fruity wines. It is commonly blended with Cabernet Sauvignon in these countries too.</p>
Pinot Noir	4	Slide 33	<p>Describe the characteristics of the Pinot Noir grape.</p> <p>State that Pinot Noir is usually grown in cool regions. Describe wines from Pinot Noir as usually dry and light-bodied, with low tannin levels and high acidity.</p> <p>Describe Pinot Noir as having flavours of red fruit (strawberry, red cherry, raspberry) and vanilla and clove from oak.</p> <p>State that Pinot Noir is the grape used for red Burgundy and it is the principal black grape in New Zealand.</p> <p>State that when producing red wines Pinot Noir is not usually blended with any other grape varieties.</p> <p>Pinot Noir can also be used in the making of Champagne, where it is often blended with Chardonnay.</p>

Topic	Minutes	Slide	Educator Guidance
Syrah/Shiraz	4	Slide 34	<p>Describe the characteristics of the Syrah/Shiraz grape.</p> <p>State that this grape variety is called Syrah in France and Shiraz in Australia.</p> <p>State that Syrah/Shiraz needs warmth to fully ripen. State that it is high in tannin and has medium acidity with flavours of blackberry and black pepper. It usually has oak characteristics.</p> <p>State that the Northern Rhône in France is one of the least warm regions in which it is grown and describe the wines as medium bodied with fresh blackberry fruit and pepper.</p> <p>Describe the wines from the warm regions of Australia as full bodied with ripe jammy black cherry fruit and liquorice spice.</p>
Other Named Wines	15	Slides 35-36	Using the lists on the slides ask students to describe the styles of wines associated with each of the listed wines.

Session 2: Understanding the Systematic Approach to Tasting

Learning Outcome

To know how to taste and describe wines using the Level 1 Systematic Approach to Tasting Wine (SAT).

Assessment Criteria

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

1. Know the reasons why it is important to use the SAT to describe wines
2. Taste wines and recognise the characteristics that contribute to a wine's style
3. Write tastings notes using the SAT to describe wines tasted.

Total Time

20 minutes

Topic	Minutes	Slide	Educator Guidance
Tasting Introduction	4	Slide 37	<p>Explain the reasons why it is important to use the Level 1 Systematic Approach to Tasting Wine® (SAT) when tasting wines.</p> <ul style="list-style-type: none"> • We are individuals with different tolerance levels and perceptions of things we taste and smell therefore tasting is subjective. • Use of the SAT will allow the Educator to calibrate the group's palate allowing for an objective assessment of the wines shown on the course. • Use of the SAT when describing wine will allow the group to have a common language for wine. <p>Outline the learners' responsibilities in preparation for class tastings (adapt to APP's procedures):</p> <ul style="list-style-type: none"> • Explain why it is important that learners do not wear perfumes/ aftershaves or bring in food with strong aromas. • State that water and spittoons are to be ready before the session starts.* • Show the learners the size of wine sample to pour. • Outline the system for passing samples around*. • State that photographs of bottles are to be taken at the end of session to prevent delays in the passing of samples*. <p>*subject to APP's policy</p>
Introduction to Wine Tasting	4		<p>State that the Level 1 Systematic Approach to Tasting Wine® (SAT) separates tasting into sections of sensory evaluation.</p> <p>Appearance: how the wine looks and what colour it is.</p> <p>Nose: how the wine smells and are any faults present. Describe the aromas of the main faults identified on the nose.</p> <p>Palate: how the wine tastes.</p>

Topic	Minutes	Slide	Educator Guidance
Introduction to Wine Tasting (contd.)		Slide 37 (contd.)	<p>Demonstrate how to:</p> <ul style="list-style-type: none"> • Hold the glass by stem. • Tilt the glass to look at the colour. • Swirl the wine in the glass to release aromas. • Sniff the wine to recognise aroma characteristics. • taste the wine to assess notable structural and flavour characteristics. • use the spittoon/spit cup. <p>State that once a full sensory picture of the wine is produced conclusions will be drawn on service and food and wine pairing recommendations.</p> <p>Ask the learners to turn to page 24 in the workbook where the SAT and blank tasting notes are located. Encourage them to make tasting notes in their workbook.</p>
Wine Tasting 1	12	Slide 38	<p>Tasting of Three* Wines.</p> <p>The tasting is designed to reinforce the learning from session 1, to compare different styles of wine and to calibrate palate.</p> <ul style="list-style-type: none"> • White wine – dry Sauvignon Blanc or Riesling (chosen for easily identifiable aroma and flavour characteristics and acidity level). • Rosé wine – dry or medium sweet style made from one of the principal varieties or White Zinfandel. <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • Red wine – low or medium tannins made from one of the principal varieties or a named wine listed in the specification. • Red wine – high levels of tannins made from one of the principal varieties or a named wine from the specification. <p style="text-align: center;">*number of wines subject to APP's selection</p> <p>Use the SAT when leading the tasting. When talking about Notable Structural Characteristics on the Palate, only cover those characteristics that are notable. For example, for the Sauvignon Blanc high acidity should be mentioned, but medium body and medium alcohol do not need to be mentioned as they are not remarkable characteristics of this wine.</p>

Session 3: The Storage and Service of Wine

Learning Outcome

To know how to store and serve wine.

Assessment Criteria

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

1. Know the ideal storage conditions for wine.
2. Identify correctly the service temperatures for principal styles of white, rosé, sparkling and red wines.
3. Know what glasses would typically be used for red, white and sparkling wines and how to prepare glassware for service.
4. Know how to open bottles of still and sparkling wines.
5. Know the three key checks to make before serving wine.
6. Know how wine can be kept fresh and identify the two systems commonly used.

Total Time

40 minutes

Topic	Minutes	Slide	Educator Guidance
Check on Learning	15	No Slide	<p>Wine List Exercise</p> <p>This exercise is designed to check that the learners can identify wines from a wine list by their variety, style or name.</p> <p>Instruct the learners to turn to pages 18-19 in the workbook.</p> <p>Tell the learners that you are going to ask a series of questions and will ask them to provide answers by selecting a suitable wine from the list.</p> <p><i>Q1. Identify four wines on the wine list made using the Chardonnay grape.</i></p> <p><i>Q2. Which one of the four wines identified comes from the coolest climate?</i></p> <p><i>Q3. A friend asks you to recommend a red wine that is high in tannin and alcohol. Can you select one from the wine list?</i></p> <p><i>Q6. Identify a French wine made from Sauvignon Blanc.</i></p> <p><i>Q7. A customer doesn't like vanilla aromas and flavours in wine. What types of wines would you avoid?</i></p> <p><i>Q8. Identify a white wine and a red wine that this customer may like.</i></p> <p>These are examples of questions you may wish to use and you can adapt these, produce more or use less based on the time available.</p>

Topic	Minutes	Slide	Educator Guidance
Introduction to Storage and Service	3	No Slide	<p>Explain that it is important to follow some basic principles of storage and service to ensure that wine is served in the best possible condition.</p> <p>State that although each establishment (for example a bar or restaurant) will have their own process these will all be based on the principles of:</p> <ul style="list-style-type: none"> • Storage of wine prior to opening • Service of wine at the recommended temperature • Preparing glassware • Opening of wine • Checks on wine before serving • Keeping wine fresh
Storage	3	Slide 39	<p>Describe how wines can change if not stored correctly regarding each of three key points:</p> <ul style="list-style-type: none"> • Long term storage at a cool and constant temperature • Storage away from strong sunlight • Considerations when storing wine under cork or screwcap closure
Service Temperature	4	Slide 40	<p>Identify the typical service temperature for each of the following wine styles. Inform learners that they do need to learn the general description of service temperature e.g. room temperature but <u>NOT</u> the exact temperature e.g. 15-18°C.</p> <p>White, rosé and sparkling: light, medium and full-bodied styles</p> <p>State that the wine will need to be kept chilled in some form of insulated container or ice bucket until finished . Describe how to prepare and chill wine using an ice bucket.</p>
		Slide 41	<p>Red wines: light, medium and full-bodied styles</p> <p>Describe how rapid heating of wine can damage flavours. Describe how best to bring wine up to service temperature.</p>
Glassware	3	Slide 42	<p>State that the type of glass used will vary from establishment to establishment.</p> <p>The choice is individual.</p> <p>State that it is usual for red wine to be served in a slightly larger glass than white wine and that sparkling wines are usually served in flutes.</p> <p>State that clean glassware is a very important factor and glasses should be:</p> <ul style="list-style-type: none"> • Free of dirt, residue of detergent and fingerprints • Polished before use

Topic	Minutes	Slide	Educator Guidance
Opening Bottle of Still and Sparkling Wines	8	Slide 43	Describe or demonstrate the process of opening a bottle with a cork closure using a waiter's friend corkscrew: <ul style="list-style-type: none"> • Remove the top of the capsule • Clean the neck of the bottle with a cloth • Centre the corkscrew in the middle of the cork • Screw the corkscrew into the cork • Draw the cork out gently • Wipe the inside and outside of the neck of the bottle
		Slide 44	Describe or demonstrate the process of opening a bottle of sparkling wine: <ul style="list-style-type: none"> • Remove the foil • Loosen the wire cage • Immediately cover the cork with one hand to prevent it coming out of the bottle • Tilt the bottle at an angle • Hold the cork with one hand and the base of the bottle with the other • Hold the cork firmly and turn the bottle • Keep firm hold of the cork so that the cork doesn't come out too quickly and is removed without loss of wine
Serving Wine	4	Slide 45	State the checks that should be undertaken before serving a wine: <ul style="list-style-type: none"> • Check for haziness • Check for debris • Check for freshness <p><i>Ask the students what aromas would indicate a fault.</i></p> <p><i>Answers:</i></p> <ul style="list-style-type: none"> • <i>Stale and lacking fruit</i> • <i>Smell of vinegar</i> • <i>Wet cardboard</i> <p>Describe the two methods used to preserve wine.</p> <ul style="list-style-type: none"> • Vacuum systems • Blanket systems

Session 4: Food and Wine Pairing

Learning Outcome

To know how to pair wine with food.

Assessment Criteria

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

1. Know that personal preferences are key to successful food and wine pairing.
2. Know the food and wine interactions.
3. Know how to select wines to pair with food.

Total Time

110 minutes

Topic	Minutes	Slide	Educator Guidance
Wine Tasting 2	45	Slide 46	<p>The second tasting is to reinforce the learning from the session 1 and to support the food and wine pairing workshop.</p> <p>It is advised that a flight of six wines are used for the food and wine pairing workshop. The flight may include the wines tasted in tasting session 1 or be new wines.</p> <p>The wines selected should have the following style characteristics:</p> <ul style="list-style-type: none"> • Wine 1 – White, dry, high acidity, light body, unoaked (e.g. Pinot Grigio or Sauvignon Blanc) • Wine 2 – White, dry, medium or high acidity, medium or full bodied, with oak (e.g. white Burgundy or warm-climate oaked Chardonnay) • Wine 3 – Red, dry, low in tannin, light bodied (e.g. Beaujolais or Pinot Noir) • Wine 4 – Red, dry, medium or high in tannin, medium bodied (e.g. Chianti or red Bordeaux) • Wine 5 – Red, dry, full bodied, high alcohol (e.g. warm-climate Cabernet Sauvignon or Shiraz) • Wine 6 – White or rosé wine with medium or sweet levels or sugar (e.g. Sauternes or White Zinfandel) <p>With the learners, taste and write notes on the wines' characteristics using the Level 1 SAT.</p> <p>(The examples given assume the minimum number of samples is being used following the guidelines in the Recommended Tasting Samples in the Specification. Other Named Wines can be used if you are using more than the minimum number of samples.)</p>

Topic	Minutes	Slide	Educator Guidance
Introduction to Pairing Wine and Food	5	Slide 47	<p><i>Ask the learners if anybody has any previous experience of food and wine pairing and ask for some 'classic pairings' they know.</i></p> <p>State that during this session the basic principles of food and wine pairing will be explored and that by the end of the session the 'classic pairings' can probably be explained.</p> <p>State that by the end of the session the learners will understand that it is best not to be ruled by rules but to have what you like.</p> <p>State that what makes a good food and wine pairing is subjective as each person will have different perceptions, tolerances for bitterness, and personal preferences so it is difficult to be prescriptive.</p> <p>State that it is often the food that is going to make wine taste different and that wine has very little impact on the flavour of food.</p> <p>State that it is unlikely that food will change a wine so much that it becomes unpalatable.</p>
Food and Wine Interactions Workshop	10	Slide 48	<p>Food and Wine Pairing Exercises</p> <p>The first stages of understanding food and wine pairing is to understand the basic interactions and personal preferences. This workshop is designed so that learners can experience these interactions and be aware of their own and others' reactions.</p> <p><i>Ask students what it is that the taste buds on the tongue can sense.</i></p> <p>List the five main tastes:</p> <ul style="list-style-type: none"> • Sweet • Umami • Salt • Acid • Bitterness <p>Exercise with Bitter Strips</p> <p>There are very few foods that have high levels of bitterness as this is unpleasant to the majority of people.</p> <p>State that negative food and wine interactions often make wine taste more bitter and if you are sensitive to bitterness you may find it unpleasant.</p> <p>State that different levels of tolerance to bitterness can be genetic or due to bitter food or drink being a regular part of the diet, building a tolerance to the taste.</p>

Topic	Minutes	Slide	Educator Guidance
Food and Wine Interactions Workshop (contd.)		Slide 48 (contd.)	<p>Explain that many very good tasters are tolerant, sensitive and very sensitive. No one type is better at wine tasting.</p> <p>Instruct all the learners to stand up to taste the strips and ask them to sit down when they taste something very unpleasant so the class can see the results. You will find that some learners sit down almost immediately whereas others can still be standing after 10 seconds.</p> <p><i>Ask one of the first learners who sat down to explain what they tasted then ask a learner who didn't sit down to explain what they tasted. Use this as an example of how individuals perceive tastes differently and to re-enforce the personal preference message.</i></p> <p>State what umami is and explain why it is difficult to isolate. Describe how sugar and umami in food impact on wine.</p> <p>Complete the Monosodium Glutamate (MSG) exercise to demonstrate the flavour of umami and to differentiate with the flavour of salt.</p> <p>Be aware that some learners may choose not to take part in some of the below exercises due to food allergies.</p> <p>Exercise with MSG</p> <p>Instruct the learners to taste MSG to isolate the taste of umami. Note that this also has a salty taste from the sodium.</p> <p>Describe how salt and acidity impact on wine.</p>
	45	Slide 49	<p>Exercise with Food and Wine Interactions</p> <p>Samples will need to be provided of the following foods to demonstrate the positive and negative interactions with wines: salt, lemon, MSG, sweet biscuits or similar sweet food, chilli-flavoured crisps/chips or crackers, a full flavoured and fatty food e.g. cheese, smoked salmon, salami.</p> <p>Instruct the learners to use the grid on pages 30-31 to note down their reactions to the combinations of the food samples with the wine samples.</p> <p>Sugar</p> <p>Instruct the learners to taste Wine 1 to remind themselves of the taste.</p> <p>Instruct the learners to taste the sweet biscuit and then taste Wine 1 again.</p>

Topic	Minutes	Slide	Educator Guidance
Food and Wine Interactions Workshop (contd.)		Slide 49 (contd.)	<p><i>Ask the learners to note down their reactions in the grid.</i></p> <p>Repeat the process for all the remaining five wines.</p> <p>Discuss their reactions with each wine.</p> <p><i>Ask the learners which wine worked well with the sugar and which one changed the most.</i></p> <p>This section of the workshop will demonstrate the negative impact of sugar on dry wines.</p> <p>Salt</p> <p>The next section will demonstrate the positive impact of salt on wine.</p> <p>Instruct the learners to taste the sweet biscuit again so they have sweet flavours in the mouth.</p> <p>Instruct the learners to taste the red wine they thought worked least well with sweetness.</p> <p>Instruct the learners to taste a small pinch of salt.</p> <p>Instruct the learners to taste the same wine again.</p> <p>Discuss with the learners their reactions to how the wine changes.</p> <p>Instruct the learners to try wines of their choice with salt and to discuss their reactions with others.</p> <p>Take a poll of the learners on how successful they thought the pairing was.</p> <p>Acid</p> <p>Instruct the learners to taste Wine 1 again, to then taste the lemon juice and then taste Wine 1 again.</p> <p><i>Ask the learners to note down their reaction in the grid.</i></p> <p>Repeat the process for all the remaining five wines.</p> <p>Discuss with the learners their reactions to each wine.</p> <p><i>Ask the learners which wine worked well with the lemon and which one changed the most.</i></p> <p><i>Ask the learners the reasons why the food and wine pairing did or didn't work for them.</i></p>

Topic	Minutes	Slide	Educator Guidance
Food and Wine Interactions Workshop (contd.)		Slide 49 (contd.)	<p>Other Considerations</p> <p>Describe how flavour intensity, fatty/oily food and chilli flavour can impact on wine.</p> <p>Using samples to represent full-flavoured food, fatty/oily food and chilli heat discuss with learners which wines they think will pair well and not so well with the food samples.</p> <p>Instruct the learners to try their suggested pairings and to discuss their reactions with others.</p> <p>Take a poll of the learners on how successful they thought each pairing was.</p> <p>Refer back to the group's previous thoughts on food and wine pairing and use the WSET approach on page 29 of the workbook to explain why certain wines tend to be paired with certain dishes</p>
	15		<p>Food and Wine Pairing Recommendations</p> <p>Instruct the learners to turn to pages 32-33 and read through the wine list.</p> <p>List four imaginary dishes to check the learners' understanding of the food and wine pairing considerations.</p> <p>Discuss with the learners the main food and wine consideration for each dish.</p> <p><i>Ask students to identify a wine from the list that would pair well and to give reasons for their choice.</i></p> <p>Finish the session by reinforcing that the success of a food and wine pairing is very much down to an individual's preferences but that most people will enjoy a pairing if it avoids the negative interactions.</p>

This is the end of the taught programme.

You may wish to use the mock exam provided by WSET prior to the students taking the final exam to prepare. This can be used as an interactive activity and a final check on learning.

Prior to the examination you should ensure that the learners know how to fill out the answer sheet correctly. You should also let students know that the pass rate is 70% (21 out of 30) and how quickly they can expect the results. WSET Awards have a service level agreement to produce results within two weeks from the point they receive the examination papers in London.



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