



**General Certificate of Education  
June 2010**

**AS History 1041**

**HIS2B**

**Unit 2B**

**The Church in England:**

**The Struggle for Supremacy, 1529–1547**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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##### **Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

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June 2010

**GCE AS History Unit 2: Historical Issues: Periods of Change**

**HIS2B: The Church in England: The Struggle for Supremacy, 1529–1547**

**Question 1**

**01** Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to Henry's role in the Act of Six Articles. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4</b>	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	<b>10-12</b>

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

The major difference between the two sources lies in Henry's role in the construction of the Six Articles. Source B states that the Act was 'drafted by the King personally' whereas Source A states that 'he supported and perhaps even encouraged, a parliamentary bill'.

A further difference occurs in Henry's motivation for the Act. Source A suggests that the reason behind the Act was due to foreign and domestic considerations whereas Source B suggests that it was 'to lay down a few guidelines'.

The sources disagree about the outcomes of religious legislation. Source A emphasises the punishment meted out to those who challenged the legislation whereas Source B states the re-affirmation of Transubstantiation and clerical celibacy.

The two sources agree about Henry's seemingly conservative objectives. Source A stresses that Henry's aim was to 'end differences in religion and publicise England's doctrinal orthodoxy. Source B states that the articles were specifically directed against reformed teaching.

Candidates will need to explore the context of the two sources. Both are written by contemporary historians but they differ in that Source A places the developments in a wider context whereas Source B is concerned with the Act itself. Candidates may use their own knowledge of the changing relationship between Francis and Charles V to support foreign considerations mentioned in Source A and the view of recent historians that Henry was personally responsible for a coherent religious policy in Source B. No credit should be given for a comparison made about the titles of the sources.

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**Question 1****02** Use **Sources A, B and C** and your own knowledge.How important were the beliefs of reformers in shaping religious policy in the years 1536 to 1547?  
(24 marks)*Target: AO1(b), AO2(a), AO2(b)***Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content****Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

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The notion of a reforming faction is pervasive in many text books. Source C states that ‘the conservative faction at court could not undermine the progress of Protestantism’. It is clear that there were people at court such as Cranmer and Catherine Parr who were later to advocate Protestantism. However, more recent work by Lucy Wooding and George Bernard suggests that Henry himself was a religious reformer in the Humanist tradition and that he was the one who determined what changes were made. Source B suggests that 1536 did not represent a shift in religious policy ‘lay down a few guidelines’. It suggests that Henry had his own priorities. This seems to confirm that it was not so much the Break with Rome which shaped religious policies but follows the argument that Henry had his own religious policy which he was attempting to put into place. In some respects the attempt to purify religion is confirmed by Source A with the scepticism about purity and the severe blow to the cult of the saints.

However, the need to reinforce the Break with Rome was important in shaping religious policy after 1536. Henry VIII hoped to convince both Charles V and Francis I, who had signed the Treaty of Nice (Source A), that whilst England was no longer part of Christendom and that it was still Catholic (Source C). Source A suggests the publicising ‘doctrinal authority’. As a Catholic country it would be acceptable for France and HRE to have diplomatic relations and even alliances with England as was seen in the 1540. It would also emphasise that there was little point in responding to the Pope’s request for a crusade against England because England was Catholic.

Yet Source C also refers to Henry’s domestic need to protect his supremacy, and how any move back towards Catholic views could challenge his control. Reference to draconian punishments (A). Source C suggests that the swing to Protestantism had stopped but could not swing back because this would be seen by the ‘king as a challenge to his supremacy’. This supremacy had been secured by the Break with Rome. The Break with Rome argument would explain why, ultimately the reformers were placed in authority and Edward was brought up a Protestant.

Alternative theories would suggest that there was no coherence in religious policy after 1536 and that one policy was followed by Cromwell and, after his fall, the factions influenced religious policy back and forwards between those who favoured Catholicism and those who favoured Protestantism. Another would be to argue that his attack on the monasteries was just about the need to gain money.

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**Question 2**

- 03** Explain why Catherine of Aragon refused to accept that her marriage to Henry VIII was not valid. (12 marks)

*Target: AO1(a), AO1(b)*

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Catherine of Aragon was adamant in her refusal to accept the invalidity of her marriage and to accept Henry's view that she had never been his wife. Henry wanted her to go quietly into a nunnery. There were a number of reasons:

- a papal dispensation had been given to allow the marriage to take place. Catherine believed that the blessing of the Pope gave validity to her marriage. Linked to this she refused to accept the legitimacy of the court held at Blackfriars and stated that the case could only be heard by the Pope in Rome
- Catherine did not believe Henry's view of the marriage in terms of the lack of heirs. Mary was alive and a son had been born alive. This disproved the Levitical analysis argued by Henry. Linked to this Catherine argued that her marriage to Arthur had not been consummated and therefore had not been a proper marriage
- Catherine did not want to be replaced by Anne Boleyn who she disliked. She did not want to lose her status at court to another woman, or for Mary to lose her position as rightful heir

- Catherine loved Henry. There is considerable evidence that in the early years of the marriage Henry and she had been very happy. (Unlike most kings Henry was late in taking a mistress). Henry also wanted Catherine to carry out wifely duties such as making his shirts which seemed to confirm to Catherine that Henry loved her and that his infatuation for Anne would pass.

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**Question 2**

- 04** 'The need to secure a male heir was the most important reason behind Henry VIII's decision to break with Rome.'  
Explain why you agree or disagree with this view. (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

The need to secure a male heir was the key reason why Henry VIII sought the annulment of his marriage to Catherine of Aragon; this wish to marry again was compounded by the view that he had gone against God's will and his love for Anne Boleyn. The decision to break with Rome was the result of the intransigence of the Pope and the support of Parliament for restricting the power of the Church.

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The need to secure a male heir was the motive force for the actions which ultimately led to the break with Rome:

- Catherine had only produced a living daughter; Catherine would not have any more children as she was past the menopause; to be succeeded by a daughter might result in civil war – there were males with an equal claim to the throne. Mary's legitimacy had been questioned by the French – French support had been key to Henry VII's defeat of the Yorkist (legitimate) king in 1485
- Catherine refused to accept the invalidity of the marriage to enable Henry to marry again and to have a male heir.

However, the need for a male heir did not in itself require the break with Rome; popes had given annulments on weaker grounds. No satisfactory resolution occurred due to the response of the Pope, Henry's argument and the context of the time:

- Henry was forced to break with Rome by the procrastination of the Pope who refused to consider annulment due to earlier dispensation and Henry's emphasis on his interpretation of the Bible having greater authority than the Pope's interpretation; the situation was complicated by the Pope being held prisoner by Charles V
- Henry, according to Scarisbrick, had a legitimate case in the terms of the original dispensation which was recognised by Wolsey but which Henry was reluctant to pursue.

The break with Rome occurred incrementally through a process which combined putting pressure on the Pope with extending the power of the monarchy and meeting some of the grievances of Parliament:

- range of Parliamentary legislation used to pressure Pope. Annates, Submission of clergy etc. Pope did not respond to pressure
- Cromwell wished to use situation to press for greater royal power; members of parliament were affected by new learning – some wished to curtail the power of the Church
- MPs wanted to curtail the powers of the clergy in bringing them to court – e.g. Richard Hunne Case.

Candidates who do not explore the process of the Break with Rome but present a balanced argument whilst recognising that divorce/break with Rome are not inter-changeable terms, should have access to all levels. Those who assume by default that these were the same should not go further than mid Level 4.

Ultimately the need to secure a male heir was the reason for the act of breaking with Rome as Henry was forced into the royal supremacy to curtail reference to Rome in order to legitimise the baby which Anne Boleyn was having. It was hoped that this child would be a son and heir. This was supported by the newly created Archbishop of Canterbury – Thomas Cranmer and tacit recognition to the marriage was given by the French.

**Question 3**

**05** Explain why Henry VIII attacked Scotland in 1542. (12 marks)

*Target: AO1(a), AO1(b)*

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

It is important that candidates are rewarded for material which pre-dates the invasion rather than material after the defeat of Scotland at Solway Moss and the death of James V.

Henry VIII went to war with Scotland for a number of possible reasons:

- Henry had arranged to meet James V in York, but his nephew had not arrived. Henry may have felt that his nephew needed to be taught who was the most powerful and to emphasise Henry's concept of his own suzerainty over Scotland
- Henry was particularly keen that James should follow his lead in breaking with Rome
- Henry's main ambition was to attack France. Henry was mindful of the 'auld alliance' between France and Scotland and wanted to defeat Scotland to prevent the French either using Scotland as a back door into England or by using Scottish troops to bolster the French defence. In both cases Henry wished to secure the border
- the border between the two countries was not secure and the property of the marcher lords was under attack. The nobles wanted the border – and Berwick – secured

- it has been argued that war against Scotland was a further attempt to establish an Empire although this has little credence amongst modern historians.

There are a range of interpretations as to why Henry should wish to go to war with Scotland in 1542. These are mainly divided between those who regard the war against the Scots as an independent action related to James V's behaviour and those who regard it as part of the wider policy of weakening the potential military support for the French and closing 'the back door'.

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**Question 3**

- 06** 'The lack of a clear aim limited the success of the invasion of France in 1544.'  
Explain why you agree or disagree with this view. (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

War with France had been suspended during the 1530s due to the focus on the divorce and the lack of money which had been an issue from the 1520s. Henry's general goal was to attack the French to restate his claim to French territory and to gain the outstanding payment of the French pension. His ability to gain the support of Charles V was the result of the collapse of the Treaty of Nice and the death of Catherine of Aragon. Henry was able to afford the attack

following the dissolution of the monasteries. The limited success really encompasses the acquisition of Boulogne.

The limited success of the invasion of France in 1544 stemmed from the original goals. Henry wanted to defeat the French and gain territory. This was to emphasise his power and to reward his nobility.

There was little agreement in terms of what was to be achieved:

- the acquisition of Boulogne was symbolic but the peace only allowed England to keep the town until 1554 and the cost of maintaining the garrison was huge. It was Henry's determination to keep the town which undermined Charles's confidence in the English war effort and prolonged hostilities further.

The success of the invasion of France was limited by its goal rather than the lack of a clear goal:

- Henry's defeat of the French was a clear goal but was far too ambitious for a large army. Although the army of 42,000 men was the largest to leave England until the 18<sup>th</sup> century, it was led by aged men, most notably Henry himself, but also Norfolk and Suffolk. Reports vary as to whether Henry was able to ride (slowly) or had to be carried but the pace of the army towards its goal was far too slow
- Henry wanted to defeat the French. Charles V offered him an alliance which involved the army of the HRE seizing Paris with the support, from the north, of Henry's army. This may have been a clear goal, but it was unrealistic. It is also clear that Henry's ambitions did not really go beyond Normandy. Charles V had little intention of keeping his part of the agreement and swiftly came to an agreement with the French which enabled him to pursue his ambitions in Italy
- the limited, but clear, goal of repayment of the French pension was achieved, but the amount which was to be repaid was overwhelmed by the cost of the operation and the wider cost to the crown through the sale of monastic property, the loss of the Mary Rose and the economic problems associated with the necessary debasement of the coinage.

The complexity of fighting a war on two fronts having failed fully to defeat the Scots also limited any success that Henry might have by strengthening the Auld Alliance.

Evidence exists that the war effort was badly organised and badly maintained with troops lacking in basic supplies. Henry's army was quickly diseased, hungry and lacking in military supplies.

Diplomatically, Henry was in a difficult position, the HRE was not an easy ally; Catherine had been divorced and Henry was continuing negotiations with the Lutherans whom Charles was fighting.