Our communication is a part of a more general study of the evolution of the curriculum in France in Twentieth century, seen from the thematic of inequalities. We will present here just some elements of the evolution of the official curriculum as it appears in the Official Syllabus in the ‘Collège’ level (11 to 14). We focus on the following questions: are there inequalities in the curriculum? If any, what kind of inequalities? And in what curricular context do they ‘live’?

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