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•• •	•	PACI	FIC GAS & ELECTRIC COMPANY		•
	•	(Dia	blo Canyon Units 1 and 2)		•
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7606 UNITED STATES OF AMERICA PREMIUM CR1933 2 WRB100m/wb NUCLEAR REGULATORY COMMISSION Madalon ંગ્ર #BLandon 4 In the matter of: 5 PACIFIC GAS & ELECTRIC COMPANY^I Dockat Nos. 50-275 50-323 6 (Diablo Canyon Units 1 and 2) *.*7 8, Cavalier Room. San Luis Day Ing, .9 Avila Beach, California. 10 Saturday, January 6; 1979. 11. The hearing in the above-entitled matter was 12 reconvened, pursuant to adjournment, at 8:30 a.m. .13 BEFORE : 14 ELIZABETH BOWERS, Esq., Chairman, Atomic Safety and Licensing Board. .İ5 DR. WILLIAM E. MARTIN, Member. 13 GLENN O. BRIGHT, Membar. 17 **APPEARANCES:** 18 On behalf of Applicant, Pacific Gas & Electric Company: 19 BRUCE NORTON, Esq., 3216 No. Third Streat, 20, Phoenix, Arizona 85012. 21 MALCOLM H. FURBUSH, Esq. and PHILIP CRANE, Esq., · Legal Department, Pacific Gas and Electric Company, **22** 77 Beale Street, San Francisco, California 94106. 23 24 25

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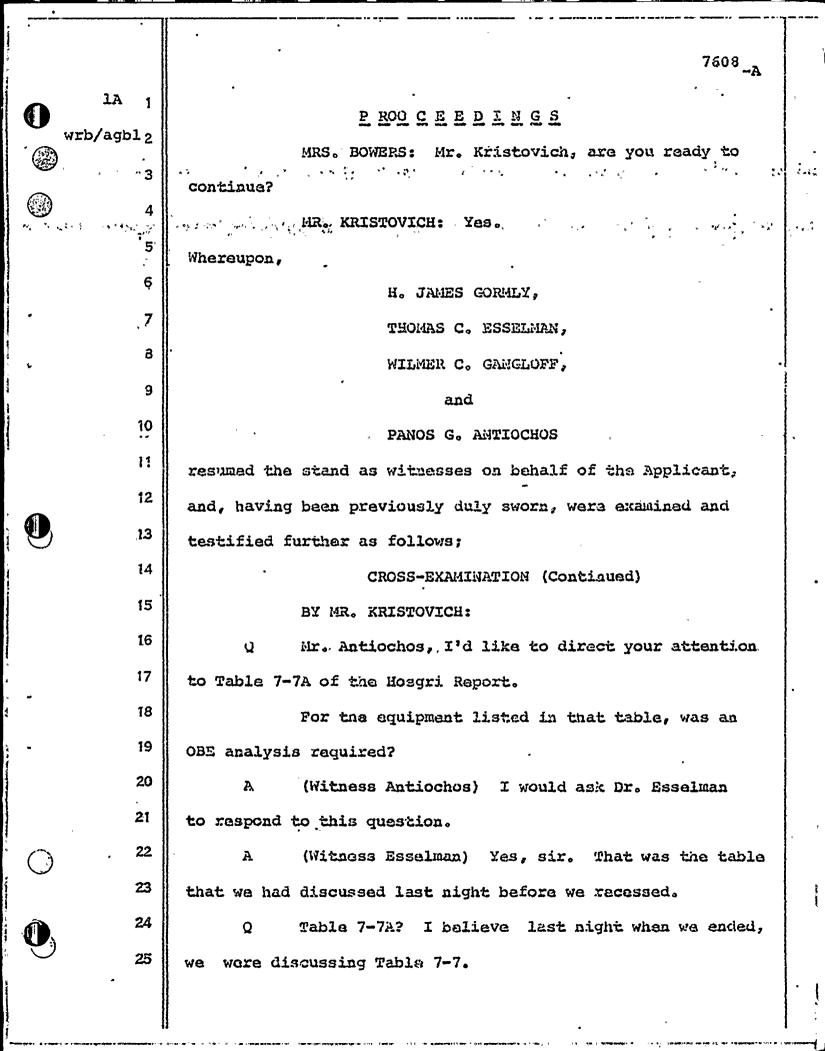
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	wb	On behalf of the Joint Intervenors:		
	2 3	DAVID S. FLEISCHAKER, Esq., Suite 602, 1025 15th Street N.W., Washington, D.C.	• • • • • • •	
	4 *** 5	STEPHEN KRISTOVICH, Esq., Center for Law in the Public Interest, 10203 Santa Monica Bou Los Angeles, California 90067.	llevar	
	Ģ	On behalf of the Regulatory Staff:		.
•	7	JAMES R. TOURTELLOTTE, Esq., MARC STAENBERG, and EDWARD KETCHEN, Esq., Office of Executi	Esg.	
' •	8	Legal Director, U. S. Nuclear Regulatory Commission, Washington, D.C. 20555.		
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	5	(resumed)		
	6	H. James Gormly) Thomas C. Esselman)7558		
ę	7	Wilmer C. Gangloff)		
r	8	Richard E. Bacher)	•.	
I.	9	H: James Gormly) Thomas C. Esselman)7683 7687	,	-
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0	WRB/agb2	A That's correct. I'm sorry.	
	2	Q Mr. Esselman, maybe we should start with Table 7-7	1
).	-4 -5	A I believe we adequately covered that last night. Q But I'm confused now what we were covering last	
	.6.	night.	
•	.7	MR. MORTON: Well the transcript says you covered	
~	·8 9,	7-7, the questions and answers were asked. He thought it was. 7-7A, and it wasn't, it was 7-7. So I don't understand way	
·	10	you don't proceed. Why go back to 7-7 if it has been	
	. 11; 	covered?	
0,	13	MR. KRISTOVICH: I thought he just said that last night we had coverad 7-7A. So perhaps he was looking at	
	14	that. If that's not the case, he can tell me that right	.
	15 16	now. By MR. KRISTOVICH:	
	- 17	Q Mr. Esselman, which table were you discussing when	
•	: 18	we ended the proceedings yesterday?	
-	19 20	A (Witness Esselman) Last night when we ended we were discussing Table 7-7.	
	21	Q Thank you.	
\bigcirc	22	I'd now like to direct your attention to Table 7-7A	
À	23 24	For the equipment listed in that table, was an OBE analysis required?	
	25	A The requirement at the time was for a design	
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.tB/agb3 ^{.1}	earthquake analysis.
2	Q How is a design carthquake analysis different
· · · 3.	from an OBE analysis?
4	And A like was primarily in terminology at the time.
5	Q And at this time how is it different?
6	A The FSAR still only refers to a design earthquake
• · 7	analysis. The OBE is terminology that has come into use
- 8	since then and has been commonly transposed.
.9	Q So the analysis is the same and the terminology
10.	is the only thing that's different?
11	· A Yes, sir.
12	Q Well, was an OBE analysis performed for the equip-
13	mant listed in Table 7-7A?
14	MR. NORTON: Object, asked and answered. Twice.
15	MR. KRISTOVICH: May I respond?
. 16	MRS. BOWERS: Respond to the objection.
- 17	MR. KRISTOVICH: My previous question was whether
18.	an OBE analysis was required, not whether it was performed.
- "; 19	MR. NORTON: I think the first question of the
20	morning was whether it was performed in 7-7A and he said
.21	yes. I'll withdraw the objection. Let him answer it again.
()	MRS. BOWERS: Go ahead.
23	BY MR. KRISTOVICH:
	Q Mr. Esselman?
25	A (Witness Esselman) Will you repeat the question
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OBE analysis performed for the equipment Was an listed in Table 7-7A?

A A A The qualifications that were performed for the valves in 7-7A did cover the OBE or the design earthquake case.

HOW3 Q

The original specifications for the valves in Α this table required seismic qualification. The manner in which the specifications addressed that was by specifying a single seismic acceleration with stress limits set according to the specifications.

In terms of the OBE requirements, the strass limits that were set in the specification were assentially identical to the OBE stress limits that are in use today. A single seismic criteria -- a single seismic acceleration was set with stress limits that are essentially the same as. OBE requirements today. The double design carthquake and the design earthquake were both adequately considered simultaneously in the original specifications.

Ω. For any of the items, was the OBE limiting? . A The evaluations, as I stated, were performed 23. essentially at the same time. Which is limiting is not possible to say, because the evaluations were performed simultaneously.

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	1 WRB/agb5	Q I'd like to direct your attention to Table 7-8 of
J	4 CD/ 2 2	
	3	the Hosgri Report. Was an OBE analysis required for the equipment:
	4 .	in that table?
/	5	A The values in this table are similar to the values
	Ģ	· in Tabla 7-7A, and the answers I made for the valves in Table
•	.7	7-7A would also apply here.
-	8	Q Se an OBE analysis was required for the equipment .
	9	in Table 7-8?
	_ 10	A Yes, sir.
	11	Q And an OBE analysis was parformed?
1	12	A Yos, sir.
	13	Q And for any of the items, was the OBE limiting?
	14	A For the same
	15	MR. NORTON: Excuse me, Mrs. Bowers.
	, 1 6 ,	He just said the answers to the questions for
-	17.	Table 7-8 are the same as they were for 7-7A and Mr. Kristovich
	ţ8	is proceeding to ask each and every question again.
-	19	MRS, BOWERS: It is repetitiva.
	20	MR. KRISTOVICH: Mrs. Bowers, I'm not sure if he
	,2 ₁ 1.	remembers each and every question that was asked on the
()	2,2.	previous table.
\bigcirc	23,	MRS. BOWERS: He has the transcript, and you just
Ô.	25.	covarad it this morning. He accompted to give a rapid
\bigcirc	25.	answer for 7-8 by saying his answers would be identical to the
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	1 WRB/agb6 2	answars he just gave for 7-7A, so why repeat the question?
\bigcirc	· · 3	MR. KRISTOVICH: I just want to make sure.
	4	MRS. BOWERS: Well the objection is sustained.
	5	BX MR. KRISTOVICH:
•	6	Q I'd like to turn your attention now to Table 7-5.
	Ť	For the items listed in that table, if the OBE
	8	were increased to 0.25g, would the OBE be limiting?
•	9	A (Witness Esselman) I have no way of boing abla
		to tell that now without going back and making a datailed
	10 11	review of the analyses and the margins and such things as
		that.
	12 ,	Q Have you ever done any study on what would be
Ų,	13	the consequence of increasing the OBE to 0.25 for those items?
	14	A (Witness Antiochos) I have looked at least
	15	three items.
	,16	Q Which three items?
-	17 	A Okay, I'll tell you: the diesel generators, the
	18	diesel generator fuel oil filter-Items Number 3, 5, 6, 7, 8
	19	and 19.
	20	Q Could you explain how you looked at these
	21	items?
()	22	A Yes. Either the items themselves of components of the
Ŭ	23	items were in the rigid region of the spectrum. Which means
0	24	that the accelerations applied for the analysis were those
\bigcirc	25	that are not affacted by any amplification, and the Hosgri
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7614 is the limiting condition of enalysis in this particular WRB/agb|| 2 case because the accelerations are approximately 2.5 times ુર higher than the OBE values. 4. - Post of (Pauses) .5 MR. KRISTOVICH: Perhaps this discussion by the 6 witnesses should be on the record if they each have different ् 7. . things to say. 8 MR. NORTON: If coursel would ask a question, wo'd' 9 be glad to put the enswers on the record. 'İ0 MR. KRISTOVICH: I asked a question. The witnesses 31 · are conferring. 12 MR. NORTON: No, the witzess easwered the question. . 13 I think the record will reflect that. There is no guestion . 14 pending. The witnesses can talk to each other if they want 15 to. ·16 BY MR. KRISTOVICH: :17 Q Mr. Esselman, do you have anything to add to 18 Mr. Antiochos' answer? · 19. A (Witness Esselman) No. sir. 20, Do you have anything further to add, Mr. Antiochos? Q . 21 A (Witness Antiochos) No, sir. 22 Was a study made of any of the other litens listed Q 23 in Table 7-5 of what would be the coasequences of raising 24 the OBE to 0.25g? 25 A I don't know of any more items.

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	1 WRB/agb8	Q Mr. Esselman?
	2 3	A (Witness Esselman) No, I know of none. Q I'd like to direct your attention now to Table
	4 • • • 88	7=6. A Contraction of the second
	5	And Mr. Antiochos, what yould be the consequence
	6 	of raising the OBE to 0.25g for the items listed in that
		tablo?
•	. 8	MR. NORTON: Excuse ma, Mrs. Bowers.
1 1 1	.9	I don't understand the relevancy of these
	10.	questions. The OBE that was done was at 0.2g. Obviously.
	1,1	if you change values of different analysis, you're going to
	1 <u>,</u> 2.	get different numbers. And to ask somebody what whose numbers
	13.	would be when it's an analysis and they obvicusly can't
	14	give a number, there's no way, and obviously the numbers .
	1,5 ₁ -	would change. What's the relevancy of all this?" Where are
	16	we going?
•	17.	MR. KRISTOVICH: Mrs. Bowars, I'll withdraw the
a	~18- ⁻	question and rephrase it and narrow the question. The
-	19	question was overly broad.
8	20	MRS. EOWERS: Wall, will you be able to establish
٠	21 /	the relevancy?
\bigcirc	22;	MR. KRISTOVICH: I bolieve so.
•	23	BY MR. KRISTOVICH:
	24	Q Mr. Antiochos, for the items listed in Table 7-6,
U.	25	would an OBE of 0.25 be limiting?
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ENNERS 1 10-1 10 10	1 <u>1</u>	ļe Roman ja ja visas ir vistīgas visas ja savas vistīgangas. Nijamaja sava ir ²⁰ as ir imaigas cetas temperatures ta savamas ir vistīgas previentam regiona regiona regiona vistīgas vientam savas regionam re

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7516 MR. NORTON: Same objection, same reason. WRB/agbs 2 We can put in any numbers we want. We can muke 3. an OBE of, instead of 0.2, 1.5 or any numbers anybody wants ' to pick. There's no relevancy and no basis and no foundation .4 -5 for 0.25. MRS. BOWERS: Mr. Krictovich. could you tall us .6 7. why it's relevant? 8 MR. KRISTOVICH: Yes. ۰9 10 CFR Part 100 Appendix A, Section 5, Subpart A MRS. BOWERS: Wait a minute. 10 (Pause.) 11 All right. Part 100, Appendix A, and then what 12. else did you say? 13 MR. KRISTOVICH: Part 5, Subpart A, Subpart 2, 14 entitled "Determination of Operating Basis Earthquake." 15 The last sentence in the first paragraph of ÌĠ Subpart 2 states: 17 "The maximum vibratory ground · 18· . accaleration of the operating basis earth-19 quake shall be at least one-half the maximum Źď vibratory ground acceleration of the safe 21 shutdown earthquake." 22 MR. NORTON: And would Mr. Kristovich relate 23 that number of 0.25, and tall me how 0.25 is relevant to his 24 interpretation of that statute - Excuse me, that regulation? 汸

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WRB/agbl MR. KRISTOVICH: Well Mrs. Bowers, if we assume --2 what I've done -- 0.25 is very conservative. If we start 3 out with peak instrumental acceleration of 1.15 and then go 4 down to effective acceleration of 0.75, one-half of 0.75 is 5 0.375. I could ask the same guestions for 0.375. I was taking ୍ର a more conservative approach and asking 0.25. 7 MR. NORTON: Wall, Mrs. Bowars, the statuta <u>8</u>. also says -- excuse ma, the regulations .9 "If an Applicant believes that the 10 particular seismology and geology of a site 뙨 indicate that some of these criteria or portions 12 thereof need not be satisfied, the specific 13 sactions of these criteria should be identi-14 fied in the license application and supporting 15 data to justify clearly such departures should 16. be presented." 17 And that's exactly what's been done in this case. .18 Now if they want to argue that it should be something else, . 19 fine. But to go through this silly exercise of saying if you 20 change the numbers in the formula are the answers going to be 24. different is - that's a given, of course they are. .22 MRS. BOWERS: Does the Staff have a position on this? 23. MR. TOURTELLOTTE: We think the line of questioning. 24 is not relevant in that an adequate basis has not been --25:' established because what they're talking about hypothetically

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RB/agbli is a situation which we know does not exist. Newsly, they are talking hypothetically shout adhexance on a design basis, 3 adherance to that particular last sentence of Subparagraph 2 .4 when in fact we proceeded under another paragraph which says 5 roughly what Mr. Norton was talking about. 6 MR. KRISTOVICH: What is that ---7 MRS. BOWERS: Mr. Kristovich? 8 MR. KRISTOVICH: Wall I would like a citation to . 9 the paragraph Mr. Tourtellotte just referred to, and I would 10 also like to refer to Appendix A of 10 CFR Part 100, Subpart 1 11 -- Subpart 2, excuse me, the second paragraph, the second 12 sentence states: 13. "Additional investigations and/or 14 more conservative determinations than those **†**5 included in these criteria may be required 16 for sites located in areas having complax 17 geology or in areas of high seismicity." 18 MR. NORTON: And I would like to know where in . 19 record this is an area of high seismicity?" In fact, the 20 the evidence in the record is totally to the contrary. The 21. testimony has established it's an area of low saismicity. Those were the exact words of the seismologists who testified. ,23, MRS. BOWERS: Well the Board has datarmined . 24that the objection would be sustained, that this line of 25 questioning is not relevant. It seems to us an exercise in

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	.RB/agb12	futility. You could assign a series of numbers to at	ach item	
	11	and we'd be here for all of 1979.		•
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7520 BY MR. KRISTOIICH: B WRB/wbl 2 Q Mr. Antiochos, directing your attention to page 1 of the written testimony, lines 24 and 25, does the ASME 3 code for valves address the structural integrity of valves 4 under earthquake loading? 5 (Witness Antiochos) The earthquake loading is Α 6 taken into account in the equations that determine the allow-7 able stresses. 8 1.280 0 Is that a yes answer, then? 9 Α Yes, sir. 10 Ō Thank you. 11 Does the ASME code for valves address the 12 functional operability of valves during and following earth-13 quake loads? 14 No, sir. Α 15 (Witness Gormly) I might add one thing. Α.. 16-I believe we indicated here that the applicable 17 regulation is 50.55A; and I think we said we evaluate our 18 plant in accordance with that regulation. 19 ... Mr. Antiochos, what additional analysis or test-Q 20 ing have you done for functional operability of valves? 21 (Witness Antiochos) We have done two types of А 22 tests besides the analysis, of course. The first one is 23 testing of values in place as they are installed on the 24 piping systems with conditions that simulate the actual 25

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conditions of the valves on that particular system; which 1 means it is pressurized, it is stroked -- opened and closed --2 and at the same time we impose on the valve loads, forces 3 Which correspond to the forces equivalent to those that would 4 be exerted on the valves when the earthquake happens. 5 The second method of qualifying the valves is 6 in the laboratory, testing them on the shaker table with 7 simulation, again, of conditions of performance, that is, 8 pressurizing the valves, stroking them, opening and closing 9 all the time, and subjecting them to vibration in single 10 frequency, multi-frequency and biaxial random motion. 11 Q Okay, Mr. Antiochos. 12 In your revised analysis of the component cooling 13 Water heat exchanger were the supports overstressed? 14 A Are you referring to before or after the analysis? 15 Q You can answer before the analysis first. 16 A If we modified something, that is indicative that 17 it was overstressed. And as it was modified, or actually is 18 being modified, the stresses are within allowables. 19 Is it currently being modified? Q 20 А Yes, sir. 21 Q And can you describe that modification? 22 Α In how much detail would you like to have it? 23 Q Well can you just describe the modification, 2A please? 25

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7622 Basically the modification consists of reinforcing Α 1 WRB/wb3 the two supports of the heat exchanger by adding braces in 2 both horizontal directions, which are going to relieve the 3 stresses on the pipes that previously were overstressed. 4 Mr. Antiochos, is the structural integrity and 5 operability of safety valves required during and following 6 a Hosgri earthquake? 7 MR. NORTON: Excuse me, Mrs. Bowers. May I ask 8 What the term "safety valves" means in this question? 9 MRS. BOWERS: Could you identify, Mr. Kristovich? 10 MR. KRISTOVICH: Category 1. 11 WITNESS ANTIOCHOS: Mr. Kristovich, could you 12 please repeat the question so I understand it thoroughly? 13 MR. KRISTOVICH: Yes. 14 BY MR. KRISTOVICH: 15 Q For the values in Table 7-5 through 7-8 of the 16 Hosgri Report -- Those are the valves I'm referring to. 17 (Witness Anticchos) There are no valves in 7-5. Α 18 Okay. Well, then, 7-6. Ο. 19 A There are no valves in 7-6 either. 20 Q There are no valves in Table 7-5? 21. No, sir. А 22 7-6? Q 23 А No, sir. 24 7-7? Q 25

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	1	A Yes.
WRB/wb4	2	Q 7-7A?
9	3	A Yes, sir.
		Q 7-8?
	.4	A Yes, sir.
	5	
•	6	Q Okay. For the valves in those last three
	7	tables is structural integrity and operability required
~	8	during and following the Hosgri earthquake?
	9	MR. NORTON: Excuse me, Mrs. Bowers.
	10	The problem I have with that question is, when
	-11	he says "required during the Hosgri carthquake," required
•	12	for safe shutdown? required for hot shutdown? required for
Q	13	cold shutdown? required for operability? required by regula-
	14	tions? required by what? required for what?
	15	MRS. BOWERS: Mr. Kristovich, could you be more
	16	specific?
	17	MR. KRISTOVICH: Yes.
*	18	MRS. BOWERS: And when you say "during the
-	19	earthquake," aren't you talking about seconds?
	20	. MR. KRISTOVICH: Yes. Some of these valves have
	21	to operate during an earthquake.
x	22	MR. NORTON: Is that testimony, Mr. Kristovich?
C	23	MR. KRISTOVICH: I think that statement is similar
	24	to statements you've made, whether you're statements were
	25	testimony or not.
	23	
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<u> </u>	1	(Laughter)
WRB/wb5	2	Haven't you wound down yet?
	. 3	(Laughter)
	. 4	. MRS. BOWERS: Can you break out the question?
	5	MR. KRISTOVICH: I'll try to.
	6	. BY MR. KRISTOVICH:
•	7	Q Perhaps, Mr. Antiochos, it would be easier to
•	8	direct your attention to page 3-33 of SER-8. And I can just
	9	read the relevant section to you.
	10	MRS. BOWERS: Where are you, Mr. Kristovich?
	11	MR. KRISTOVICH: Supplement 8, 3-33.
•	12:	MR. NORTON: What paragraph?
Ų,	13	MR. KRISTOVICH: 6 and 7.
- /	14	MR. NORTON: Thank you.
	15	. BY MR. KRISTOVICH:
	16	Q The first line of 6 and 7 states "Submittal
*	17	of information concerning qualification documents for remain-
	18 '	ing valves demonstrating functional operability and updating
•	19.	Table 7-5 through 7-8 of Amendment 50."
	20	A (Witness Gormly) What is the question,
	21	mr. Kristovich?
	22	Q I haven't asked the question yet.
\bigcirc	23	Have you provided the documentation for
Ô	24	Valve 9351A as described in the second paragraph of Section.
$\mathbf{\tilde{\mathbf{U}}}$	25	. 6 and 7?

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7625 A (Witness Esselman) It is not clear to me at 1 WRB/wb6 2 this time that that documentation has been provided. I do know for a fact that those analyses have been completed. 3 0 And is that for each and every one of those 4 valves listed in that paragraph? 5 That's correct. Ά 6 So you don't know, then, whether the NRC zeview 0 7 . of these items has been completed? 8 No, sir, I don't. Α 9 Directing your attention to page 2 of the written 10 testimony, lines 25 and 26, does all the auxiliary mechanical 11 equipment that is addressed in your testimony satisfy the 12 design requirements of the ASME code? 13 MR. NORTON: Excuse me, Mr. Kristovich. In terms 14 of that question are you asking if that statement is true, 15 because I wasn't sure by the words you used in your question--16 This is a longer question than the question and I wasn't able 17 to pick up whether you were just rephrasing that or asking 18 something different; I'm scrry. 19 . May I have the question repeated or read back. 20 I was trying to read this at the same time the question was 21 being asked. 22 MRS. BOWERS: Can you repeat the question or 23 do you want the reporter to read it? 24 MR. KRISTOVICH: I can mopeat it. 25

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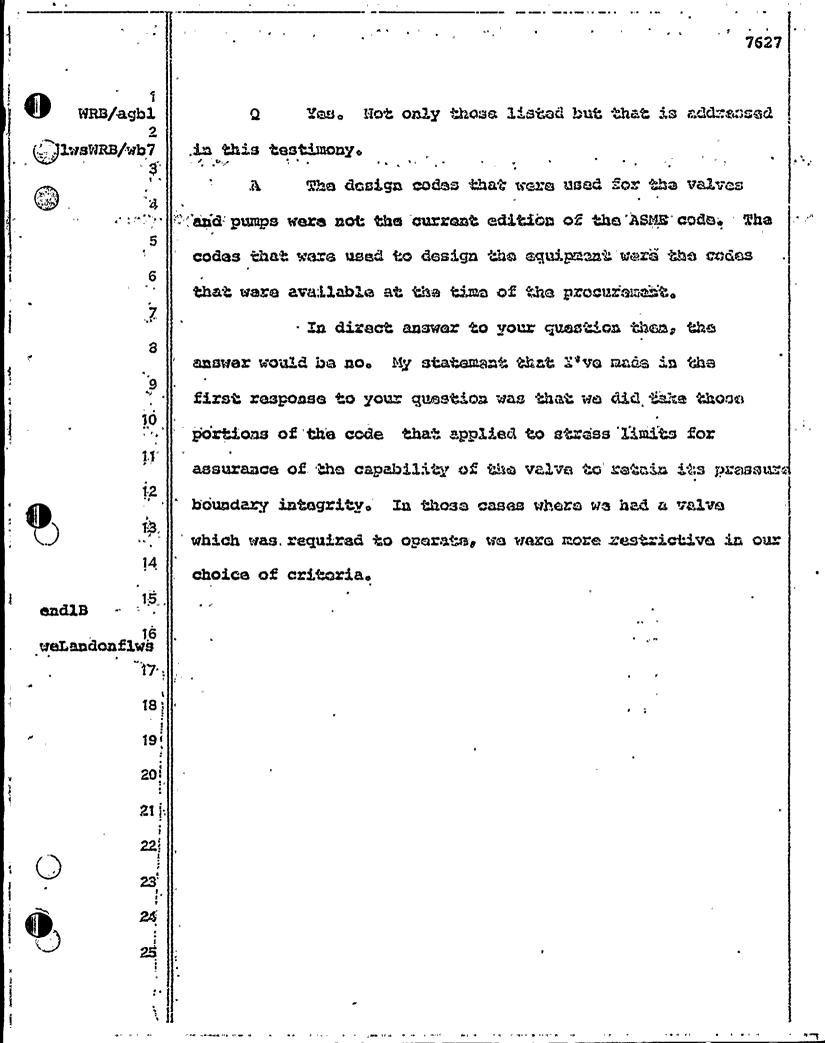
BY MR. KRISTOVICH: 1 2 Does all the auxiliary mechanical equipment that 0 is addressed in your testimony satisfy the design requirements З of the ASME code? 4 A (Witness Esselman) The current requirements of 5 88 F 25 2 4 4 the ASME code were used with regard to the stress limits of 6 the auxiliary components for structural integrity. 7 As was mentioned previously, the MME code does not specify require-8 ments for functional operability assurance of an active 9 1.138 valve or pump. For those cases we have exceeded the ASME 10 M. 11 code requirements by making the requirements more restrictive. 11 MR. NORTON: Excuse me, Mrs. Sowers. May I ask 12 if the answer to the question is Yes? 13 ↓ * € ∂\$\$\$ MRS. BOWERS: Can the witness respond to that? 14 MR. KRISTOVICH: Has he become a hostile witness? 15 (Laughter) 16 MR. NORTON: I'm not sure I understood the question 17 or the answer. That's what I'm trying to find out. 18 WITNESS ESSELMAN: The question, if I recall 19 correctly, was whether we met all of the requirements of the 20 ASME code for.... 21 BY MR. KRISTOVICH: 22auxiliary mechanical equipment that is listed Q 23 in this written testimony. 24. Was that an accurate restatement of the guestion? A 25.

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flswr 1-WEL wel 1 Q Directing your attention to page 3 of the 2 testimony, at line 17, Mr. Antiochos, could you describe 3 the on-site testing? 4 (Witness Anticchos) Yes, sir. * y. 34 (+) / j. j. 5 Basically, it consists of forced vibration of 6 certain equipment with various means. The most common is 7 C~6 the application of excitation by the eccentric mass vibrator 8 and determination of the natural frequencies of vibration, the mode shapes of response, and determination of damping 9 10 values for those modes. 11 Q And how is this accomplished? Which part of it? 12 Ά 13 Finding the damping value in the modes. Q 14 That could be a lengthy discussion, but I will А very briefly tell you how. 15 The first thing that is done is to excite with 16 a proper means the equipment, and by strategically locating 17 acceleromaters on certain points of . the structure you can, 18 in varying the frequency of the excitation, you can detect 19 those points that have resonance. 20 21 Of course, we do not go to infinity, but we just search the region of the spectrum that we are -- that is 22 significant for the analysis, usually between 2 and 33 or 35 23 hertz, sometimes a little bit higher. 24 The mode shape determination, when you reach 25

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resonance the structure shows some kind of significant displacement at certain points in stagnant or steel points, or in other areas, and by moving the accelerometers and recording the response you can determine the way the shape of the structure deforms for that particular frequency.

Now, the third part, the critical damping, is determined by methods that are described in engineering manuals or in codes like perhaps the IEEE-344, and the discussion of that is rather cumbersome at this level, unless you.want me to refer to formulas and methods of determining. the damping.

12 Q What is the level of excitation that's used?
13 A Usually it is low, and the reason is that, first
14 of all it depends on the item you are going to test. If you
15 have a 200,000 pound heat exchanger you apply different
16 excitation. If you have a 300 pound small vessel, tank, or
17 valve, the excitation is small.

Q How small?

A Usually it might be of the order of between, say, .01 g up to .3 g, even more. We have cases we have recorded up to.5 g, but for very heavy items.

Q .5 or .05?

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24 Q ...5?

25 A .5, half a g.

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Q Thank you. How is the low excitation sufficient to determine damping?

A Perhaps going through all this enlightenment by your counsel you have found out that damping is a function of the excitation. It is not a clear-cut case. However, the experimental data indicate that when you have low excitation usually you measure lower damping. And there are mathematical ways to extrapolate and get from that small excitation, and the damping you obtain for that excitation what is the reasonable value of critical damping for excitation which is much higher than the one you apply on the item, that you are going to expect in the case of a strong earthquake.

Q Can you give an example of about how you go from correlating low damping to high damping, the extrapolation? What I'm asking is to describe the procedures.

A One easy way is to excite the same item with different values. For example, with .1 g, .2 g, .3 g, something like that, and you create a series of damping values versus excitation. And you plug these values on two axes, which is damping versus excitation, and with mathematical means you can extrapolate the curve.

Q Is this a lineal relationship?
A As far as I can tell, no, it is not.
Q Moving to page 3 of the written testimony, at

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1 1 . a '> . и • 3 4 ٠ •

7631 wel 4 1 lines 21 to 23 you state: 2 "In a few cases, mathematical models wars refined with information based on the 3 4 experimental data." 5 Could you list each and every case where you 6 refined the mathematical models? 7 Really that is not easy right now, because I A 8 don't have all the documents with me. But I can lock very 9 briefly and I'll give you one or two examples of how I did 10 it. 11 Is that going to be enough? 12 (Pause.) 13 If you look on Table 7-5 --14 Q Just a second, please. 15 Okay. 16 Table 7-5, which is the summary of seismic Α 17 qualification of Class-1 equipment required for following 18 Hosgri event, one item that the model of which was refined based on the information obtained from the test is item 19 number 4, the diesel generators. 20 21 Q Can you describe how the model was refined? 22 Α Yes. On that particular item, the assumption was that the hold-down bolts were providing practically 23 infinitely rigid attachment to the concrete floor. Actually, 24 it's a floor with an inch of plate, steel plate. And it 25

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seems that this assumption was not 100 percent accurate, that the hold-down bolts really do not provide -- on that particular item -- very infinitely rigid connection. We tested that item, and the mathematical model we run this assumption was giving more rigid behavior. However, the test proved that due to this kind of assumption that it was not correct, and the test data we obtained enabled us to refine the model by introducing some kind of flexibility there, where previously it was assumed infinitely rigid. And it came to perfect agreement with the test results.

> May I proceed now to the next item? Yes.

A Okay. Another item is number 10, again the same reason there was this kind of slight discrepancy. It was assumed that the tank, which is supported through a skirt and flange with 36 bolts, it was really infinitely rigid, which is another case. And we refined the model in such a way that it agrees with the test. And then we analyzed it with this refined mathematical model, and we obtained stresses that were below allowables.

In both of these cases, the margin of safety was so big that we didn't have any trouble. The assumption of rigidity being made here, although it didn't prove accurate, didn't affect it. I mean we stayed below allowables

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	wel 6 1	even after we introduced the real constant inflexibility at	
	2	the base of the tank.	
G.	······································	I probably have che or two more, but unless you	•
	4	want me to look at my papers I probably will not be able to	3
	5	"give you exact descriptions of the reasons why they did not	
	6	match.	
	7	But I recall those two.	
•	8	Q Which two are those?	
	9	A Excuse me?	
	10	Q Which two are those?	
	11	A Which two are you referring to?	
•	12	Q I thought you said there were one or two others	·
	13	you could recall.	
	14	A I might have, but I am not even if I mentioned	1
	.15	the items it might not be I would have to stretch my	
	16	memory to think what was the reason for not agreeing.	
	17	Q Okay. Well, you don't have to give us the	
-	13	reason, but just refer us to those.	
~	19	A All right. I'll give those.	
-	20	(Pause.)	
	21	The next item probably is number 18, the component	•
\sim	22	coolant heat exchanger, which was one of the items that we	
\bigcirc	23	modified. I don't remember anything else right here.	
Ĩ.	24	Q Okay. When you state in line 21 of page 3, "in	
\mathbf{O}	25	a few cases," approximately how many cases are you referring	

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2	A I would say three or four. I mentioned already
3	three.
	Mr. Antiochos, does this statement on lines 21
· 5	to 23 only apply to the items in Table 7-5?
6	A There probably are one or two items in 7-6, but
7	I can't recall right now, because there are almost 40 of
8	them there, and it might be hard to give you an answer to
, 9	that.
10	Q. Were there items in the other tables in the
. 11	Hosgri Report that you referred to earlier this morning?
12	A There might be, but I don't remember. There are
13	so many items, really, it's very hard to identify them.
14	Q I'd like to direct your attention to page 6 of
- 15	the written testimony, where you have listed the items
16	tested on laboratory shaker table.
17	Could you describe this procedure?
18	MR. NORTON: Excuse me, Mrs. Bowers. I didn't
19	object to the last line, but this information is all
20	contained in the Hosgri Report that was submitted to
21	Intervenors a long time ago.
22 (``)	A description of the procedure is there.
23	Are we playing a game where we're supposed to
24	check his memory against the procedures listed in the Hosgri
25	Report, or what's the purpose of this line of questioning?
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7635 wel 8 1 The information is there in the Mosgri Report, 2 obviously in far more detail than someone can sit there and remember off the top of their head. 3 4 I just don't understand what we're doing. 5 MRS. BOWERS: Mr. Kristovich? 6 MR. KRISTOVICH: Is that an objection to my 7 question to describe the shaker table procedure? 8 MR. NORTON: Yes, it is. 9 MRS. BOWERS: Does the Staff have --10 MR. KRISTOVICH: I have a position. 11 MR. TOURTELLOTTE: I assume the basis of the objection is that this line of questioning is cumulative and 12 13 repetitive and, therefore, should not be allowed to continue. 14 My understanding is that a question has been 15 asked for an explanation to show that it isn't cumulative 16 and repetitive, and I would tend to agree with that and 17 would be interested in an explanation, if there is one, 18 and if there isn't, then I think we should move on to 39 something else. 20 MRS. BOWERS: Mr. Norton, you have submitted ---21 your witnesses have submitted direct testimony. Now, are 22 you taking the position that whatever is in the Hosgri 23 Report need not be explained, or ---24 MR. NORTON: No. No, not at all. If there needs 25

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. 1	to be an explanation, fine. But in the Hosgri Report, at
2	7.6.2, it's got laboratory testing, and it starts explaining
• • • • 3	in detail all the tests,
4 5	The testimony just says that there were items tested on a laboratory shaker table, and the description of
6	all that is right here.
7	I mean, I don't understand why they want a
8	description of the testing. Now, if they want to read the
、 ᠑	description, and there's something in there that bothers
10	them, or something that doesn't make sense to them, or
11	something they don't understand whatever then
12	questions about that would seem proper.
13	But to ask the witness to say off the top of
14	his head what the testing was, when it's all set forth in
15	great detail in the record already, it seems cumulative.
16	I mean it's in the record, it's in evidence.
17	MRS. BOWERS: Well, in other matters, when
18	questions have come up there have been specific references
19	to the Hosgri Report or the FSAR. The witnesses have not
20	of course they haven't had an opportunity in this particular
21	situation to give a reference to the Hosgri report. You
22	have.
23	MR. NORTON: Yes. You know, if the question were
24	asked, "Is that procedure described in the Hosgri Report?"
25	"Yes, it is," and so on, that's all right. But to have

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	1	him do it again, when it's all written out here in great
- 	2	detail, just doesn't seem to accomplish any purpose.
	·· `3	MRS. BOWERS: Well, you made a point yesterday that
	4	someone reviewing the record might not get into the Hosgri
	- 5	Report or the FSAR. So we think the witness can briefly
	v	describe what the Shaker table is, so it will be a part of
	7.	the transcript.
	8	MR. KRISTOVICH: Thank you.
	S	BY MR. KRISTOVICH:
	io	Q Mr. Antiochos, could you describe the Shaker table
	- 11	test?
	12	A (Witness Antiochos) I could read it if you could
	13	understand my accent.
	14	(Laughter.)
	15	Q We're merely interested in a brief explanation for
Þ	16	the record. You can just hit the high points.
	17	A Okay. Are you referring to the Shaker table
	18.	testing?
	19.	Q Correct.
	20	A Okay. I have witnessed this, and really can tell
	21	you perhaps much more than time allows here.
	22	I will tell you this:
\bigcirc	23	Basically it consists of the following: The item
Ď	24	that is going to be tested is mounted on the shaker table.
J	25	The shaker table is really a steel table which could move in

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two directions, one horizontal and one vertical.

The way that it moves on these directions is controlled by electronic equipment which simulate the movement that creates, with proper controls, the response that resembles very closely to the flocx response spectrum where the item is located.

The item is mounted as realistically as possible on the table, and it is instrumented with accelerometers in special locations that, either by experience or by intuition, you feel this is a weak point or the point it is going to respond most.

In addition to that, you can put strain gauges or other equipment, if you wish, to measure stresses. And there is some kind of preliminary surge of the natural frequencies of the item in one axis at a time. The frequency of excitation starts from, say, 2 hertz and goes up to 35, very slowly, in a way prescribed in the code, and by observation of the responses from the accelerometers you can tell if you have reached a resonance somewhere in between, and you record it.

Then you will take the item, or if the table is capable to have the other axis activated, you repeat that on each particular axis, major axis, of the equipment, and you record the natural frequencies.

The second step after that is to subject the item

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in specific frequencies of vibration. We are still in the one-axis domain. And you vibrate the table -- I forgot to tell you something basic, that the resonance surge is done with very low excitation, but after that you apply excitations on particular frequencies of interest with an input that is going to create on the table conditions simulating the conditions that it is expected to encounter on the plant.

8 After you have done the single-frequency test per. axis, the third step is to subject the item in bi-axial excitation, which means one vertical and one horizontal, in . such a way -- full blast now. The code allows, before you do that, to subject it to five OBE's before you apply the full excitation level.

Then you will take the equipment in the other 14 major axis and you repeat the bi-axial random test. 15

That is very briefly the way they test it. 16 And at the same time -- excuse me, I forgot to 17 tell you this -- the item, if it is supposed to act, for 18 example a valve, to open or close, during this kind of test 19 20 it is always opened and closed. The valve actuator, for example, opens and closes the valve as if the valve was 21 called upon to function during shaking conditions. 22

What code were you referring to when you mentioned 0 23 five OBE's? 24

> Excuse me. It's IEEE 344-1975 standard.

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	1	Q Did you qualify the equipment, then, to an IEEE
	2	standard? Mechanical equipment?
• . (J)	3	A We just tested the items according to that.
	4	O Did you use actual plant equipment for these shaker
4	ี 5	table tests?
	6	A Yes. In some cases we had extra components that
•	7	we tested that are not in the plant, but they are identical
•	8	items.
	9	Q But the other items you re-installed in the plant?
	10	A Excuse me?
	11	Q Were some of the items you tested reinstalled in
•	12	the plant?
	1.3	A Yes.
	14	Q Which items?
	15	A The items listed under B-1 in the table.
	16	Q Did you verify before re-installing these items
/-	17	that the shaker table test did not provide excess aging to
ũ	-18	the equipment?
•	- 19	A Yes, sir.
	20 20	Q And how did you do that?
	21	A The NRC Staff requested that we evaluate the aging
\sim	22	of the item, and the effect of the vibratory motion on the
\bigcirc	23	two main steam safety valves. There is a procedure within the
Â.	24	ASME code which according to the stress levels you have reached
	25	during the test and the duration of the test, actually the
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	1	the actual number of cycles the items are subject to. There
	2	is a procedure that tells you if you have exceeded any limits
	· <i>"</i> 3	that could impair the intégrity of the item.
	-4	We did that on the request of the Staff, and we
	5	have submitted information, and as far as I know, it is
	6	accepted.
2	• 7	Q How was aging specifically accounted for in the
•	8	Hosgri reanalysis for the auxiliary mechanical equipment?
	9	A I don't think that applies to the mechanical
	10	equipment.
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7642 I thought you just said you provided information 1 0 MADELON c5 mpbl 2 to the NRC on aging. flws WELL We went an extra mile. That's all. They asked, 3 А 4 and we supplied the information. 5 Well, Mr. Antiochos, correct me if I'm wrong: O Did you not, then, account for aging in the 6 Hosgri analysis of the auxiliary mechanical equipment? 7 - 3 Α That is not a requirement. 9 Q Well, that's not an answer to the question I asked. 10 MR. NORTON: Excuse me, Mrs. Bowers. 11 Based on the answer to the question that was 12 asked, the question is irrelevant if it's not a requirement. 13 If there's no requirement under the regulations, Reg Guides, 14. Standard Review Plans or anything else, then it's not rele-15 vant. 16 MRS. BOWERS: Well, I think I asked a question 17 yesterday about what equipment was there a requirement for 18 aging. And it may have been a panel prior to this panel, but 19 consisting of some of the same members. And it was explained 20 that it was required only for the IEEE. 21 But there was some testimony about giving informa-22 tion to NRC on aging, as I recall. 23 WITNESS ANTIOCHOS: Yes, Mrs. Bowers. 24 And I think that's what Mr. MRS. BOWERS: 25

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mpb2	1	Kristovich is trying to find out about.
U	2	MR. NORTON: No, I'm afraid that wasn't his
الن ا	3	question at all, Mrs. Bowers.
	4	MR. KRISTOVICH: I was asking an additional ques-
•	6	MRS. BOWERS: Your question was is it required?
	7	MR. KRISTOVICH: No.
_	8	The question was: How was aging accounted for
•	9	in the Hosgri reanalysis of the auxiliary mechanical equip-
	10	ment.
	11	MR. NORTON: The objection was it's not relevant
	12	because it's not required, as stated by the witness. The
	13	question is not relevant. There is no requirement at all.
	14	MR. KRISTOVICH: Where does it say in the regula-
	15.	tions it's not required?
	16	MR. NORTON: Well, I think one does not do every-
	17	thing in the world that the regulations say is not that
-	18	the regulations are quiet about. I think that one does what
• •	19	the regulations require to be done.
	20	MRS. BOWERS: Does the Staff have a position on
•	21	this?
	22	MR. TOURTELLCTTE: I guess I'd like to know where
\bigcirc	23	in the regulations it is required. If there is a basis for
	24	it, then I think Mr. Kristovich can state his question in
$\mathbf{\nabla}$	25	terms of a specified regulation.
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7644 1 MRS. BOWERS: Could you identify, Mr. Kristovich, mpb3 2 the requirement in the regulations? Ъ, MR. KRISTOVICH: One moment, please. 4 (Pause.) 5 MR. NORTON: Mrs. Bowers, to proceed along, I think the witnesses can probably answer the question. 6 It's 7 not required; there's no place in the regulations that it is. 8 I think the witnesses can answer the question anyway. So I think to speed things up, I think we should 9 10 allow -- I think it's Mr. Gormly who's got the microphone in 11 his hands, or Mr. Esselman, I can't tell which -- to proceed to answer the question so we can speed things along, because 12 they're reading the regulations. I'm afraid they're going to 13 read a long time before they find anything. 14 (Laughter.) 15 MRS. BOWERS: You're withdrawing your objection? 16 MR. NORTON: Yes. 17 WITNESS GORMLY: I'd be always happy to pass the 18 mike to Dr. Esselman. 19 I might add, just maybe because Mrs. Bowers has 20 asked this question, that we're having a little problem as 21 mechanical engineers with some people using a term "aging" 22 which is coming out of an IEEE or an electrical code. It is 23 bothering me a little because the implication is that the 24 effect of life or duty cycles on our equipment has not been 25

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1 considered, and that is not the case. And each of our mpb4 2 witnesses who have discussed qualifying things to the code ---3 the consideration of service life is considered in the design of mechanical equipment. But the term "aging" is 4 5 inappropriate and we don't understand it as it applies to 6 mechanical equipment. That's basically the problem. 7 MRS. BOWERS: Well, but the specific question is 8 is there a requirement in the regulations. 9 WITNESS GORMLY: To my knowladge there is no 10 requirement in the regulation to evaluate mechanical equipment for aging. 11 BY MR. KRISTOVICH: 12 Does mechanical equipment age? 13 Q (Witness Gormly) I think I sald yesterday it A 14 ages like I do, yes. But in the term you're using it - we 15 don't understand the term. 16 Do you understand, Mr. Kristovich, we design our 17 equipment for service life, for the life of the plant. We 18 take into consideration service life, and our codes require 19 it. 20 And I think Dr. Esselman and Mr. Antiochos can 21 enlarge on how the codes do indeed take into effect such 22 things as repetitive cycles and the rest of it that we expect 23 during the life of the plant. 24 (Witness Antiochos) Mrs. Bowers, may I add Α 25

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7646 1 mpb5 something on this, just because we promise too many things 2 that we don't deliver. 3. (Laughter.) 4 The mechanical equipment, one of the major 5 problems usually is the corrosion, and the ASME code takes 6. into account the fact that things corrode, for example, When 7 you design a tank and it is new you have extra thickness of Walls to take into account this kind of degradation of the 8 material. 9 So in a direct way I think the aging is taken 10 And, of course, if the material is more exotic, care of. 11 if it is stainless steel or an alloy steel or something that 12 13 doesn't corrode, we have one more reason not to worry about it. But for those cases that there is something, that 14 something can degrade, by that time we take care of it. 15 In the meantimes, of course, the engineers 16 will age more than the degradation of the equipment. 17 (Laughter.) 18 Well, Mr. Antiochos, could you amplify a little Q 19 more on how you take into consideration service life of the 2Ö equipment? 21 Α Dr. Esselman would like to respond to that. 22 A (Witness Esselman) The additional evaluation 23 which was performed for the Staff on this item that was tested 24 was the fatigue analysis that calculated the damage or usage 25

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1 factor that was induced in the component because of the mpb6 2 additional testing that was done on it. The codes as they were developed take into 3 4 account the service life of the component. The ASME boiler 2200 and pressure vessel code does this and it does it differently 5 ദ് for different classes of components, 7 For instance, class 1 components in the primary system, specific fatigue analyses are performed for the cycles 8 g that would occur, both seismic and operating type transients that would occur over the life of the plant. 10 • • • • For this type of auxiliary mechanical equipment 11 the stress limits in the code are set at a point such that 12 fatigue is not required to be considered or evaluated 13 specifically or explicitly, but it is inherently included 14 In the way the code sats up the stress allowables and the 15 Way you combine stresses and the way you limit the stresses 16 in the component. .17 Α (Witness Gormly) I think the summary, Mr. 18 Kristovich, is the way we understand aging, aging was consider 19 ed. 20 (Pause.) 21 MRS. BOWERS: Mr. Kristovich, do you have con-22 siderable more examination? 23 We're thinking in terms of the mid-morning break. 24 MR . KRISTOVICH: Right. 25

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	mpb7 1	Actually this would be a good time for a break.	
	2	MRS. BOWERS: I never heard anyone say it would	
	3	be a bad time for a break.	ŀ
	. 4	(Laughter.)	
· · · ·	5	MRS. BOWERS: Ten minutas, then.	
	б	(Recess.)	}
. *	7	MRS. BOWERS: Are you ready to continue, Mr.	
-	8	Kristovich?	
4	9	MR. KRISTOVICE: Yes.	
	10	BY MR. KRISTOVICE:	
	11	Q Mr. Gormly, I would just like a little clarifica-	
•	12	tion.	
	13	How is aging for electrical equipment different	
	14	from service life for mechanical equipment?	
•	15,	A (Witness Gormly) Mr. Kristovich, I'm really not	ľ.
8 2	16	an expert on codes which are not applicable to this plant.	ĺ
~	17	And I believe that the word "aging" is some new version of	
	18	some code which is not a requirement on this plant.	
-	19	There is going to be a later panel of people that	
	20	may be a little more familiar with that code.	
	. 21	But I believe you're talking about the word "aging"	8
C	22	as it somehow or other appears in some new code, some '74 or	
	23	'75 version of IEEE 323.	
$\hat{\mathbf{O}}_{\mathbf{h}}$	24	IEEE 323 1971 is the code or the standard that	Ì
	25	wa are required to meet.	
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		mpb8 i	MR. KRISTOVICH: No further questions.	
	\sim	2	MR5. BOWERS: Mr. Tourtellotte?	
,		* 3	BY MR. TOURTELLOTTE:	•
		4 5	Q Dr. Esselman, earlier Mr. Kristovich was asking you questions about certain tests, specifically with reference	4. 4 1
	ŝ	6	to the SER, to a paragraph in the SER. He asked about whether	
	4	7`	or not PG&E had met all ASME Code requirements for auxiliary	
		8	mechanical equipment. And I'm trying to give you an idea of	
		9	the way I understood what happened because it was not clear	
		10	to me.	5
		17	It seems like you first enswered him that you	
		12	met the code in every respect or did something better. Then	
		13	the second time around on what I thought was the same question.	,
~ ~ ~ ~		14	you answered that no code existed with reference to certain	
1 K	h. 	. 15	items at the beginning when the plant was designed, and	ાં દ્વા આવે
		16	therefore the answer to his question would be no, that you	
н •		17	didn't meet all of the requirements.	
4	ب ،	18	And then you also said that in some cases you	
-	•	19	met it, and in some cases you did more than was required.	
	•	20	So I guess I'm a little confused about what all that exchange	
		21	was, and I thought maybe we could give a better elaboration	
1.		22	or understanding about exactly what are we talking about when	•
and the states	\bigcirc	23	we say "meet all the requirements of the ASME code". Is that	
	Â	24	really necessary to ensure the plant's safety, or are there	
		25	certain parts of the code which are really more safety related	,
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mpb9 i	than others?	
2	······ A (Witness Esselman) The ASME code is used several	
3	times in the process of designing and qualifying a compo-	
	nent. In designing a component the ASME has - the ASME code	1
5	has rules for, for instance, the shape of the component or	
6	the wall thickness of the component.	
7	The currant requirements in the ASME code, that	1
8	would be the 1978 version of the ASME Boiler Pressure Vessel .	•
9	Code, was not available when we performed those functions on	
10'	the component, when we did the original design on the compo-	
17	nent.	
12	My pravious answer was that the 1978 version of	
13	the code, since it was not in existence in 1968 or 1970, was	
14	not used. However, we did use the applicable codes that were	
15,	' available at the time. In some cases this was the ASME code,	. e
16	in others it was the Pump and Valve Code, et cetera.	
17	The second way in which you would use the ASME	
18	Boiler and Pressure Vessel Code in the sequence of events	
19	that occurs on a component is in qualifying that component	
20-	for offnormal events, such as the seismic conditions that	
21	we're discussing here.	
22	In the evaluation of the Hosgri earthquake, which	
23	was done in the 1978 time period, we used the code requirements	5
. 24	from the most currently available code in that evaluation.	

My answer was no, we did not meet all the requirements of the

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	mpb10 ¹	current code, as when some of the steps were taken the current
0	2	code was not available.
	3	However, in performing the Hosgri evaluation we
	4	did meet all of the current requirements of the code for the
	* 5	evaluation. In particular, that was the stress limits.
	6-	Q There's a statement in the SER, Supplement number
-	7	73-65, Paragraph 3.9.3.7
-	8	MRS. BOWERS: Would you run through that again? .
	9	BY MR. TOURTELLOTTE:
	10	Q. And that's the fourth paragraph
4 -	11	MRS. BOWERS: Well, but what page?
	12	MR. TOURTELLOTTE: Supplement 73-65 is the page.
	13,	MRS. BOWERS: Okay.
	14`	BY MR. TOURTELLOTTE:
-	. 15:	Q The fourth paragraph says "For analytical
	16.	procedures ^a
1	17."	A (Witness Anticchos) Excuse me, could you wait a
	18	minute?
* *	19	(Pauso.)
	20	MR. NORTON: Excuse ma.
	21	It's also quoted in the testimony, at the bottom
	22	of page 2 of Mr. Anticchos' testimony, for quick reference.
	23	BY MR. TOURTELLCTTE:
	24	Q. Do you agree with that paragraph?
	25"	A (Witness Beselman) Yes, sir.
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	mpbll 1	MR. TOURTELLOTTE: No other questions.
\bigcirc	2	EXAMINATION BY THE BOARD
	3	BY MRS. BOWERS:
	4	Q I have a question that goes to what was really a
,	5	series of questions and answers between Mr. Kristovich and
,	6~	the panel. And it may well be that there was an explanation.
^	7	But the questions I'm concerned about to make
-	8.	sure that the record is explicit, the panel was asked a
	9	number of times if the OBE was limiting for certain items.
	10	And now, could you respond to exactly what is meant by the
	11	term "limiting"?
•	12 -	A (Witness Gormly)' Mrs. Bowers, I really think
	13	that was Mr. Rristovich's word. It wasn't ours.
	14	Q Well, but you answered.
	. · 15.	A We attempted to answer the question by saying that
	16	to our knowledge the DE stresses were not controlling, ware
-	17,	not controlling this.
•	18.	. The stress levels that we were getting in the
	ig i	DE analysis in general to the best of our knowledge, the
	20	panel's knowledge we keep sceing that the Rosgri stresses
、	21	are controlling our design. I think we're answering the
	22	question in that context.
	23	We keep looking at things and saying No, the most
	24	critical stresses we're seeing are the result of Hosgri type
$\mathbf{\nabla}$	25	inputs we're getting, not the old DE stresses that we saw.
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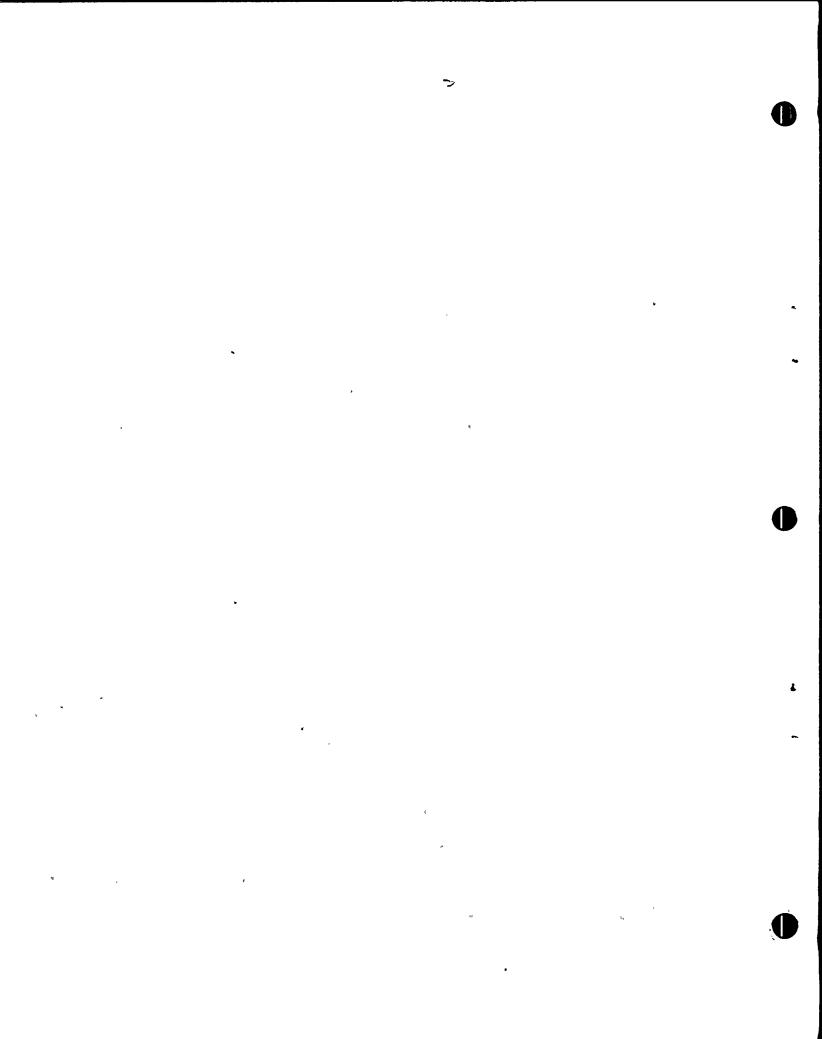
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mpb12¹ А (Witness Gangloff) I think there are probably 2. two ways to consider the word "limiting", at least in the З context of limiting a design. 4 One way to look at it would be is the configura-5 tion of the item determined by the calculation in guestion? 6 In other words, does the OBE or some other condition deter-7 mine the size, shape, strength, whatever, of the item. And 8 I think our answer was not in all these cases, no, that wasn't 9 the thing that determined what size it was. 10° The other way is is it a limit on the design? And the answer to that, of course, is yes. We have to meet 11 12' that limit and many other limits, We have several conditions 13 for which we have to show satisfactory results, and the OBE is a limit in that sense. It has to be satisfied. 14 But it didn't govern the configuration, in other 15 16 words. Now that's another way of saving "which event brought you closest to your limit', and I guess that's what Mr. 17 Gormly was talking about. The Hosgri, in all the cases that 18 wave looked at here, brings you the closest to your limits. 19 MRS. BOWERS: The Board has no further questions. 20. MR. NORTON: I have just a 21 lew. 22 REDIRECT EXAMINATION 23 BY MR. NORTONS You were asked questions about the tostimony on 24 25 page 1, line 22, where it says:

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. () mpb13 ¹	"Stress limits and other associated
2	criteria were "selectea to meet or exceed
3	1978 requirements."
4	You were asked a few questions about that.
5	Let me ask you this, either Mr. Antiochos or
. 6	Dr. Esselman or both:
7.	Were the stress limits and other associated
- 8	criteria selected to meet or exceed all applicable require-
9	ments, whether they be 1978 or 1971 or 1974, in other words,
10.	whatever was applicable at the time?
1	As the Board is well aware, there was a great
12	deal of discussion about what was applicable for this plant;
	and what I'm really asking is:
14	This sentence doesn't meet that you didn't meet
15	other applicable requirements, is that correct?
16	A (Witness Esselman) That's correct.
17	Q All right.
18.	Now, Mr. Antiochos, there were two pieces of
19	equipment you identified in the tables, Table 5 and 5A, that
20	an OBE analysis was not done per se, Item number 6 in Table
21	7.5, which was the diesel generators fuel oil priming tank.
22	Can you tell the Board which event coutrols in
23	that situation?
23	A (Witness Antiochos) Bofore I answor the guestion,
24	I should point out that this item was introduced to our
. 25	
Restance of the second se	աս ան անհայ մենց է Համա մանի բան անատուն էրի անհատանքյան համանական պատուն էլ էլ էլ էլ էլ էլ էլ էլ էլ էլ էլ էլ էլ



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	mpbl4 ¹	systems afte	r the word "Hosgri" was introduced to our vocab-
	2	ulary.	
	3	Q	In other words, the fuel oil priming tank didn't
	4	exist at the	time of the DE analysis, is that correct?
	5	A	Correct,
	6	* Q.	All right.
•	7 [,]		And it was introduced after the Hosgri analysis
J.	8.	was started,	is that correct?
	9	A	Correct, for reasons independent of the seismic
	10	qualificatio	n. It doesn't have anything to do with Hosgri.
	11	It was not i	ntroduced because of Hosgri.
_	12	Q	It was introduced for other reasons?
	13	A	For other reasons.
\smile	14	· Q	All right.
•	15		And a Hosgri analysis was done on it?
	16	A	Yes, sir.
	17	Ω	All right.
•	18	:	Now, would a DE or an OBE analysis be a limiting
	19	condition vi	s-a-vis the Bosgri analysis?
	20 [:]	A	No, sir, the Hosgri is the limiting.
	21'	···· ·· · Ω .	All right.
	22	-	And what do you base that opinion on?
(.)	23`	A	The reason is that this item, since we are in the
	24 [.]	post-Hosgri,	we designed everything in such a way that it
- 🌑	25	meets the Ho	agri criteria, first.

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	mpb15 1	Secondly is that the item, per se, as it is design
	2	ed and installed, is a rigid item, which means that there is
	3	no effect on the analysis by where the item is by the
	4 • • • • • 5	rigidity of the item, which is very high. Which means, again, that the 7.5 the .75g earthquake is by far higher than the
•	6	.2g originally stipulated.
. •	7	Q All right.
	8	Now the next item was from Table 75A, item 2, which
	· 9	is the auxiliary feedwater pump motor.
ø	10	The same series of questions, of course, for that
	11	item, which event controls and why?
•	12	A Again, in this case the Hosgri event controls
	13	because the item, as you can see from the table, is a rigid
\smile	14	item, from the frequencies. And the stress levels of the
	-15	motor bearing that is the most stressed part is much
5	16.	lower in the case of the CBE.
	17	Q All right.
7	18	Dr. Esselman, I believe yesterday that you testi-
	19	fied something about the 33 herts, which is what is listed
	20	for the diesel generator fuel oil priming tank, and the 37
	21	hertz, which is auxiliary feedwater, as to why the Hosgri
	22	would control vis-a-vis the OBE.
	23	Could you amplify on that again today in relation-
	24	ship to these two items we just talked about?
$\mathbf{\mathfrak{O}}$	25	A (Witness Esselman) Yes, sir.

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	mpb16 ¹	For a piece of equipment which has a frequency
	2	which is greater than 33 harts, the component is considered
	з	rigia, there is no amplification within the component, and
	4	therefore damping does not have an effort. In a flexible
ч.	5	component the damping differences between ORE and the Hosgri
•	6	earthquake in some cases would make the relative accelerations
	7.	smaller.
	8	For a rigid component this is not as significant .
	9	because the damping does not have any effect.
	10 .	Q Then would you agree with Mr. Antiochos that these
i	11.	two items, that the Hosgri event would be controlling?
	12	A Yes, sir, I would agree with that.
	13	Q All right.
-	14	MR. NORTON: That's all I have, Mrs. Bowers.
	15.	MRS. BOWERS: Mr. Kristovich?
-	16	MR. KRISTOVICH: No further questions.
6	17	MRS. BOWERS: Mr. Tourtellotte?
,	18	MR. TOURTELLOTTE: Cne moment.
·• *	19	(Pause.)
	20	MR. TOURTELLOTTE: No guestions.
	. 21	MRS. BOWERS: The Board has no further questions.
	22	MR. NORTON: We would ask that Mr. Anticchos be
	23	excused.
Ø,	24 .	And we would like to call Mr. Bacher, who was
\cup	25	sworn was it the day before yesterday when we swore all
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	mpb17 1	those witnesses? It was either the day before yesterday	-
	2	yesterday morning, okay.	
	3	(The panel excused.)	•• •
	4	Whereupon, H. JAKES GORMIN,	i − ^f tr str
	6	THOMAS C. ESSELMAN,	
	7	WILMER C. GANGLOFF,	s.
-	8	and	
	9	. RICHARD E. EACHER	
	10	resumed the stand as witnesses on behalf of the Applicant, and	
-	11	having been previously duly sworn, were examined and testified	
	12	further as follows:	
	13	DIRECT SXAMINATION	
	. 14	By Mr. Norton:	
	15	Q Mr. Bacher, you reviewed your professional	, ,
	16	qualifications and they are true and correct copies that	
•	17	have been placed in evidence, is that correct?	
¥.	18	A (Witness Bacher) Mes, they are.	
a, *• • ≩	19	The second Q for the right. The second state is the second state of the second state of the second state of the	, . *
	20 .	Dr. Esselman, would you now summarize the written	
1	21	testimony on Class 1 Piping systems - or Other Class 1	
!. ↓	22	Piping Systems, I should say.	
\bigcirc	23	A (Witness Esselman) This testimony propared by	
Ô."	24 .	Mr. Bacher and myself describes the analysis of piping other	
	25	than the reactor coolant system, which we covered in earlier	•
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1 81dam testimony. 2 The tostimony describes the piping that is include ed and describes the codes and analyses that were performed 3 4 to evaluate that piping. The testimony describes the response 5 spectra that were used in the evaluation of the piping, and it б concluded that as a result of the analyses performed that the 7 other piping, that is piping other than the reactor cooling 8. loop, is adequate for the Hosgri event and will retain its 9 structural integrity. 10 . MR. NORTON: Mrs. Bowers, at this time wo'd ask that the prepared testimony of Dr. Esselman and Mr. Bacher 17 be placed in the record as though read. 12 WITNESS ESSELMAN: We have two corrections. 13 14 MR. NORTON: Ch, excuse me. I forget to ask for the corrections. 15 16 MRS. BOWERS: Righte WITNESS ESSELMAN: On page 2, line 24, there is 17 a comma after the word "fuel" which should be deleted. 18 工た should read ." the 'spont' fuel pool cooling systems" . . .19 And on page 7, line 2, the word "approximately" 2Ô should be replaced with "at least". That will read: 21 "At least 900 or 5000 piping supports have 22 been or are being modified." 23 MR. NORTON: Mrs. Bowers, we would now ask that **2**4` this testimony be placed in the record as though read. 25

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	mpb19 ¹	MRS. BOWERS: Mr. Norton, if you don't ask it,
	2	Mr. Kristovich will:
	3	Doeg the entire panel adopt this testimony?
	4	MR. NORTON: Mrs. Bowers has already asked it.
I.	5	And I think the witnesses are assenting.
1	6	WITNESS GORMLY: Yes.
	7	WITNESS GANGLOFF: Yes.
-	8	MRS. BOWERS: Any objection to the testinony being
	9	inserted?
	10.	MR. KRISTOVICH: No objection.
	11	MRS. BOWERS: Mr. Tourtellotte?
•	12	MR. TOURTELLOTTE: No.
	13	MRS. EOWERS: Wall, the testimony will be physically
	14	inserted in the transcript as if read.
•	. 15.	(The testimony on Other Piping Systems
	16	follows:)
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TESTIMONY OF RICHARD E. BACHER AND THOMAS C. ESSELMAN ON BEHALF OF PACIFIC GAS AND ELECTRIC COMPANY DECEMBER 4, 1978 DOCKET NOS. 50-275, 50-323

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OTHER PIPING SYSTEMS

The purpose of this testimony is to briefly summarize the content and extent of the work performed by 8 Pacific Gas and Electric Company and Westinghouse Corporation to qualify the piping systems in the Diablo Canyon plant. This testimony will cover all necessary piping except for the reactor coolant loop piping which was the subject of previous testimony presented by Dr. Esselman.

These piping systems in the Diablo Canyon plant are designed to meet all the appropriate requirements of 10 C.F.R. Part 50, 10 C.F.R. Part 100, and the applicable related codes and standards.

The piping systems at Diablo Canyon that were 18 evaluated and qualified for the Hosgri event can be classified into four categories:

Steam Cycle - Those piping systems that deliver water to the steam generators and then carry the steam to the turbine. It is that piping necessary to operate the turbine (Condensate, Feedwater, Main Steam, Reheat Steam, Extraction Steam, Heater Drains, Make-up and Clean-up, Salt Water for cooling, Auxiliary Steam--all of which are part of 1J

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the traditional steam cycle). They are mostly Design Class II and are common to any power plant.

Reactor Operation - Those piping systems that are used to control the operation of the reactor during normal operation (Pressure Relief Piping, Residual Heat Removal, Chemical Volume and Control, Charging, Resistance Temperature Detectors). These are integrated with the various emergency systems used to shut down the reactor (Safety Injection, Boron Injection, Accumulators, Relief Valve Piping).

Reactor Auxiliaries - The secondary, or auxiliary piping systems, that provide heat sinks to the reactor systems (Component Cooling Water, Containment Spray, Make-up Water, Auxiliary Feedwater, Auxiliary Steam).

The Reactor Operation and Reactor Auxiliaries systems are Design Class I Systems with the exception of portions of the make-up water system. These were originally classified as Design Class II, but its design and analysis has been upgraded to Design Class I. Thus, a much larger source of water in a seismically qualified piping system is provided to assure long-term cooldown capabilities for the reactor.

Other Piping Systems - The other piping systems that were included in the qualification evaluation are Spent Fuel, Pool Cooling Systems piping, fire system piping, Containment Hydrogen Purge piping and the Radwaste piping.

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The design class and code class delineation of the specific pieces of equipment and its associated piping is shown in the equipment tabulations in the FSAR, Chapter 3.2. The seismic analysis for the Reactor Coolant System Branch Piping was performed by Westinghouse from data supplied by PGandE. The remaining analyses were done by PGandE.

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The evaluation of the piping is performed per the 8 requirements of the ANSI B31.1 code entitled, "Power Piping". 9 The piping system must meet the Equation 11 of B31.1, i.e., 10 that sustained load bending stress plus longitudinal pressure 11 stress shall be less than or equal to the code allowable 12 stresses at maximum operating temperature. Generally, the 13 dead load bending stresses are kept below 1500 psi per the 14 recommendation of B31.1. Thus, excessive sag between the 15 supports is prevented and a considerable margin remains to 16 allow for other loading conditions. Furthermore, all piping 17 subjected to thermal expansion and/or differential anchor 18 movements will meet the requirements of Equation 13 of B31.1 19 which establishes that the expansion of the piping caused by 20. temperature changes plus any differential terminal point 21 movements (such as connections to equipment or buildings) be 22 less than or equal to the allowable stress range, S_A . S_A is 23 defined in Equation 1 of B31.1. 24

The allowable piping stresses for seismic design are shown in equation form in Chapter 8 of the Hosgri Report.

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An allowable is established for each earthquake intensity such that the sum of the primary stresses (dead load, pressure and seismic) are less than or equal to a factor, k, times S_h , the allowable stress at maximum temperature per B31.1, Appendix A, for the material involved. The value of S_h is the lesser of 25% of the ultimate strength, or 67% of the yield strength. The k factor is 2.4 for the Hosgri event.

8 The Hosgri evaluation required reanalysis with a 9 whole new set of response spectra. The spectra used in the 10 analyses were developed from the spectra in Chapter 4 of the 11 Hosgri Report in the manner shown in Figure 8-2 of the 12 Hosgri Amendment. The damping used is tabulated in Table 13 5-1 of the Hosgri Report.

Dead load analysis can be done either by simplified techniques or by detailed computer analysis. The objective is to assign support locations on the piping that supports the pipe for all sustained loads and are located in an accessible area for construction.

Parallel with this work, the thermal expansion analysis is used to determine the flexibility requirements, anchor locations, and whether rigid or spring supports should be used to control the dead load. The analysis techniques used are generally by detailed computer analysis. PGandE has used techniques identical to those used on Diablo

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Canyon for dead load and thermal analysis on approximately 20 power generating units. Experience has shown reliable results.

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Seismic analyses have been accomplished by one of two methods: either by detailed computer analysis or by a "rigid" free span spacing criteria. Chapter 3.7 of the FSAR and Chapter 8 of the Hosgri Amendment describe in detail how each technique is used.

9 The computer analysis is a modal superposition 10 spectral analysis involving both the horizontal and vertical 11 response spectra. Hosgri response spectra are applied along 12 the North-South and East-West directions. A description of 13 the computer programs used in the Hosgri analysis is found 14 in Chapter 8 of the Hosgri Report.

15 The alternate analysis technique is a span length method based on the size of the pipe involved. Chapter 8 of 16 the Hosgri Report describes that for each run of pipe, 17 supports are placed at a distance which will generate a 18 natural frequency of the pipe between supports at 15 Hertz, 19 This technique was used for piping whose . 20 or higher. temperatures will not exceed 200 degrees Fahrenheit at 21 diameters up to 6 inches. The supports themselves are 22 arranged so that: (a) lateral translation of the pipe at 23 each support is fixed, (b) each length longer than one span 24 is fixed axially, and (c) concentrated loads (such as valves) 25 are supported directly. Consequently, the response of the 26

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piping to seismic excitement will be well within the allowables prescribed by the Codes without requiring detailed seismic analysis. The parameters used for this spacing criteria were checked against the Hosgri spectra by making several detailed computer models of actual plant piping and supports. The piping stress levels and support loads were found to be significantly lower than the predicted stresses and loads used for design purposes. Piping systems designed by this method were, therefore, adequate for the seismic loads.

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A major step for piping design is the execution of detailed design of the component supports. Component supports can be segregated into categories: springs, snubbers, constant supports, rigids, and anchors. Their use depends upon the degrees of freedom that the engineer intends to control. Standard supports are used wherever possible to reduce specialized design.

The stress criteria described were utilized in the 18 analysis of piping systems. The complete results of these 19 Hosgri analyses are tabulated in Chapter 8 of the Hosgri 20 Report as a comparison of the Hosgri pipe stress to the 21 available seismic allowable. Table 8-3 of the Hosgri Report 22 verifies that the Hosgri calculated pipe stresses are all 23 lower than the code allowable stresses. Substantial 24 modifications were required in the supports of the piping 25 systems to accomplish a satisfactory stress state. 26 The

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modifications are documented in Chapters 8 and 13 of the Hosgri Report: Approximately 900 of 5000 piping supports have been or are being modified.

These analyses have verified that piping systems which are required to maintain the reactor coolant pressure boundary to shut down the plant, to maintain it in a safe condition, or to mitigate the consequences of accidents will be available to provide flow and will retain their pressure integrity in case of a postulated seismic event.



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	mpbl 1	MR. NORTON: The panel is available for cross-
()	2	examination.
	' 3 [.]	CROSS-EXAMINATION
.	4	BY MR. KRISTOVICH:
*	5.	Q Okay, Mr. Bacher, directing your attention to
	6	page 1, lines 14 to 17, you state that these piping systems
1	7~	are designed to meet all the requirements of 10 CFR 50 and
-	8	10 CFR 100, and the applicable related codes and standards
	9	First of all, what are the applicable codes and
в	10'	standards?
	11	A (Witness Bacher) B32.1, ANSI 231.1.
•	12	Q And what are the appropriate requirements you're
	13:	referring to?
-	14	MR. NORTON: Excuse me, Mrs. Bowars.
	15	The sentence says:
	16	"the appropriate requirements of
•	17	- 10 CFR Part 50, 10 CFR Part 200"
	18	Is he asking him to go through those two sections
• ••	19	of the codes and detail each and every requirement from the
	· 20.	code that is a requirement?
r	21	MR. KRISTOVICH: Well, I'll narrow it to:
\cap	22	By Mr. Kristovich:
	23 .	Q What specific sections of 10 CFR Part 50 are you
	24	referring to here?
	25	A (Witness Esselman) Repeat your question, I°m

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	mpb2	1	sorry.
		2	Q Which appropriate sections of 10 CFR Part 50
		3	are you referring to?
	, * <i>_</i>	- 4	A There are a variety of places where requirements
		5	apply to piping. One would be 10 CFR 50.55A, which require
		6	which would specify the general codes. The General Design
*		7	criteria would be used. 10 CFR Part 100 specifies that
~		8.	systems must remain integral in order to perform a shutdown
		9	function, et cetera.
		10	Theze's a variety of places.
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) evena)M (1C)	12.	
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7663 1C .«RB/agbl Mr. Bacher, what was the flocr response spectra Ω 2 that was used? З **C7** (Witness Bacher) The floor response spectra A used was the one that we received from the Bluns organization. 5 And was that the one that had been reduced from Q 6. 1.15 peak instrumental acceleration to 0.75 effective accelerad , *7*, tion and then further reduced for tau affact and damping? 8 MR. NORION: Mrs. Bowers, every paral has been .9 asked this question and every panel refers to the ones that .10 were supplied. These prople are not saismologists, They were . 151 supplied with a floor response spectra that's been identified 12 as Chapter Four of the Hosgri Report. ,13 These people don't -- you know, they may have sat . 14 here and heard that it was this, that and the other thing . 15. but they're not experts in that area and they don't know : 16 how that floor response spectra was derived. 12. MRS. EOWERS: Mr. Kristovich, do you want to 18 respond to the objection? 19: MR. KRISTOVICH: No, I think Mr. Norton just 20 testified and gave us the enswer. 21 MRS. BOWERS: ARe you withdrawing the question. 22 MR. KRISTOVICH: NO. 23 MRS. BOWERS: Well the objection is sustained. 24 These people have said it's not within their expartise. 25 MR. KRISTOVICH: I never heard that from this panel.

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WRB/agb2 MRS. BOWERS: They said they wore given the 2 information. They did not develop it themselves. ۰3 MR. NORTON: I'll object insufficient foundation 4 and let: Mr. Kristovich establish that these people have the 5 expertise to establish a floor response spectra if he thinks 6 he can, however, they stipulate that they can't. . .7 MR. KRISTOVICH: That's not accessary. It's only 8 if they cannot answer the question, if they don't have the :9 knewledge, they can say so. They do not have to look to you 10 to have you tell us they don't know it, they can tell us that. , Ĵ.I. and it would be a lot quicker if they did that."" 12 MRS. BOWERS: Well, go ahead with your quastioning on 13 it but we certainly think it should be brief. 14 BY MR. KRISTOVICH: **i**5 " The question is a yes or no question. Q 15. Do you remember the question or do you want me 17. to repeat it? 18 (Witness Gormly) Yes, I wish you'd repeat the Ä 19 avesti Ž0 Q Finø. 21: Mr. Bacher, was this floor response spactra the 22 spactra that started out originally as 1.15g poak instrumental 23 acceleration and was then reduced to 0.75g offective accelera-.24 tion and then further reduced for tau affect and damping? 25. A (Witness Gormly) Lat me start here at this end

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	WRB/agb3 2 3 4 5 6	of the table and we will all answer it. So we do not know and we do not have the expertise to determine that. We are given spectra, they are listed in Chapter Four of the Hougri Report. We used the appropriate floor spectra for the place where the analysis is being con- ducted.
	`7	Q Thank you.
•	.β	Mr. Bacher, what damping values ware used?
	.9	Or Mr. Esselman, do you have something to add
	10	to Mr. Gormly's commant?
	.4,1	A (Witness Esselman) I think Mr. Gormly's statements
O.	12	would apply for the rest of the panel.
\mathbb{O}	13.	Q Mr. Bacher?
	. 14	A (Witness Bacher) Indaed,
Y	- 15	Q Mr. Gangloff?
	·16	A (Witness Gangloff) I agree.
•	1.7	g I don't want to leave you out.
er weit bitte is	18 19	A Thank you. Q Mr. Bacher, what damping values were used in the
	,20	piping systems which your testimony addressas?
	21 .	A (Witness Bacher) May I ask for which earthquake?
()	. 22.	Q For the safe shutdown earthquake.
	23 [.]	A For the Hosgri earthquake, we used 2 parcent and
	24	' 3 percent, per Reg. Guide 1.62.
\bigcirc	25	Q Do you mean 1.61?
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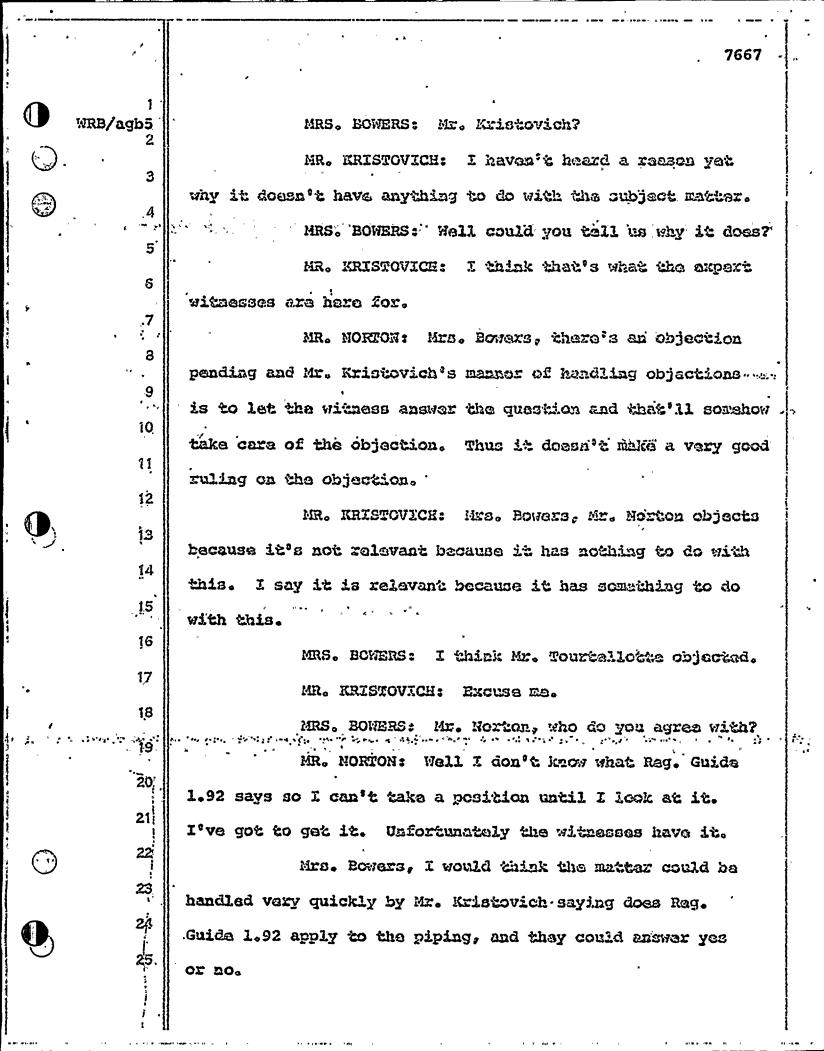
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U	ARB/agb4	A 2.61, I'm sorry.	
\bigcirc)3	Q And what did you use for the OBE analysis?	, .
	5	A Half percent.	
	4	Quite And was that in accordance with Rag. Guide 1.61?	
	5	A No, it's far less.	
4	ុទ	A (Witness Gormly) That's 50 percant of Reg. Guide	3
-	7	allowabla. And I think 25 percent, iss't it, Rich, for	
•	8	piping over 12?	•
	.9	We used half percent all the way through, is that	
	10.	correct?	
	11	A (Witness Bacher) Yes.	
	. 12	A (Witness Gormly) So it is 50 percent, 25 percent	
	13	of allowable Reg. Guide damping.	
	14	Q Mr. Bacher, how were the seismic stresses combine	d
	,1 5	with normal operating loads and strasses?	
	16/	A (Witness Bacher) The saismic stresses, as they'r	a
•	47,	combined, are described in the testimony, nersly that the	
	1.8-	dead load stress plus the pressure stress plus the seismic	
	i		· · · · · · · · ·
	20	pared to an allowable.	
	<u>2</u> 1·	Q Is this mathod for combining loads in accordance	
\bigcirc	22	with Reg. Guide 1.92?	
Ċ	. 23	MR. TOURTELLOTTE: I'll object to thet quastion,	
() .	. 24	because it's not really relevant. 1.92 doesn't have anything	
S	- *25:	to do with the subject matter at all.	
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7668. 1 MRS. BOWERS: WEll you're following his idea. ARB/agb6 2 (Laughter.) 3 MR. NORTON: Wall they've got the Reg. Guide <u>4</u> in front of them and I don't, and they're capable of reading ું 5 it and I think they could answer that question. 6 MRS. BOWERS: Lat's go back to Mr. Nourtallohte. 7 Why do you think it's not applicable? .8 MR. TOURTELLOTTE: It doesn't apply to the com-9 bination of normal loads with other loads, that's why it 10 doesn't apply. And my understanding --11 MR. MORTON: Excuse me, Mr. Tourcallotte. TO 12 short-circuit this, the witnesses are all shaking their heads 13 yes and agreeing with what Mr. Tourtallotte said. 14 MR. TOURTELLOTTE: I was going to say I'm 15 not sure that I agree with the way Mr. Norton would phrase 16 the question. The question could be asked of these witnesses 17: as to whether or not 1.92 does apply to the subject mather 18 of their testimony. I guess if they have the Reg. Guida in ا المحمد بالذي والمريد المحمد المريك أن يتحر من المحمد من من ما يواد المريك المريك والمحمد والمحمد و 19 front of them, they can read the title and it'll explain why ,20 it doesn't apply. 2:1 MRS. BOWERS: Well the objection to the earlier 22 question is sustained. 23 Now if you'll lay a foundation for this, Mr. 24 Rristovich. 25 BY MR. ERISTOVICH:

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WRB/agb7 Mr. Bachar, doos Reg. Guide 1.92 apply to the Ω 2 piping? ·э́ No, sir. (Witness Bacher) Α .4 · Why not? Q .5 (Witness Beselman) No were aut required to most А 6 this Regulatory Guide in the analysis of the piping. Iέ 7 post-dated the piping criteria and the implementation allows ;8 for substitution of alternative mathods of analysis. .9 So then, if I understand you correctly, Reg. Q 10 Guide 1.92 is applicable to piping, but you just used a 11 different method? 12 (Witness Gangloff) No, I believe what he said Æ 13 was the implementation section of the Reg. Guida spalls cut 14 the plants to which this Regulatory Guide is applicable, 15 and Diablo Canyon is not one of these. ·16 I thought that's what I had said. 0 17 MR. KRISTOVICH: May I have a monort, please? . 18 Surgly. MRS. BOWERS: t the second state that the second states 19 (Pause.) 20 BY MR. KRISTOVICH: , 21 Mr. Essalman, does Reg. Guide 1.92 apply to 0 -22 piping? <u>2</u>3 MR. TOURTELLOTTE: That question has been asked 24 and enswered, Mrs. Bowers. The answer is yes, it applies to 25 piping, but it doesn't apply to Diablo and it also doesn't • (* K •

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WRB	/agb8	apply to combined and other loads.
\bigcirc	2	MRS. BOWERS: Wall can you move off 1.92, aizee
	"3	it dossa't apply to
	4	MR, KRISTOVICH: Since I can't move to strike
	.5	counsel's testimony, I'll move ca.
	, Ģ ,	(Laughter.)
*	.7	MR. MORTON: I don't think a lawyer reading the
٩	.8	Reg. Guide, which I suggest Mr. Kristovich do, is destimony.
	;9 ,	BY MR. KRISTOVICH:
	10	Q Mr. Bacher, how are the stress limits determined?
7.130	1-1	A (Witness Bacher) The allowable stress limits
_	12	that we designed to?
•	13	Q Yes.
-	14	A They were determized by code values.
* *	.15	Q B-31.1?
	16.	A That's one of them, yes.
	17	Q And what were the other cross?
	78.	A We also used a portion of Section Three because
er af a ka k ^{a k} a sa ay A	19	B-31.1 does not allow any guidance for what is know as the
	20	faulted condition.
	-21,	Q How about B-31.7?
(*)	,22	A 31.7 was not used for design.
\bigcirc	.23	Q Were measured material properties utilized in
	·24:	the analysis?
	·25	A No.
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|------------|--------------------|-----------------------------------------------------------------|
|            | WRB/agb9           | Q Mr. Bacher, in some cases, did the Hosgri loads               |
|            | 2                  | turn out to be less than the original DDE loads?                |
| . <b>V</b> | 3                  | A Excuse me, would you repeat that again, please?               |
|            | <b>.</b>           | Starting Que in In some cases, did the Hosgri Londs turn out to |
|            | <u>5</u>           | · be less than the original DDE loads?                          |
|            | : <mark>6</mark> . | A You did say strasses, Hosgri stresses?                        |
| ~          |                    | MR. NORTON: No, he caid loads.                                  |
| ►          | 8                  | WITNESS BACHER: Yas, there are places where                     |
|            | 9.                 | Hosgri loads were less than the DDE leads.                      |
|            | 1 <u>0</u>         | BY MR. KRISTOVICH:                                              |
|            | 11                 | . d can you give as some exemples.                              |
|            | 12                 | A (Witness Bacher) No, I cen't. I doa't try to                  |
|            | 13.                | memorize where they're located.                                 |
|            | ŕ4.                | Q Do you know what garcant of the times this                    |
|            | .1,5-              | occurred?                                                       |
|            | 46                 | A It's a small percentage.                                      |
| -          | iợ                 | Q Can you give us a number for small?                           |
|            | : 18.              | A Not logically, no.                                            |
|            | 19:                | Q Well could you explain why this occurs, why in                |
|            | -20                | some cases the Rosgri loads would be less than the original     |
|            | <b>2</b> 4( *      | double design earthquake loads.                                 |
|            | 22                 | A The output load from the analysic is the result               |
| $\sim$     | 23                 | of the response of the piping to the input spectre and due      |
| Ô.         | \$ <b>28</b> ,     | to the same set of curves thomselves, there are times when      |
| U          | 25                 | the excitation of the pipe creates a different array of loads   |
|            |                    | · .                                                             |

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|------------|-----------------------------------------------------------------------------------------------------------------|
|            |                                                                                                                 |
| WRB/agbl(  | at the support points.                                                                                          |
|            | Q Was an OBE analysis performed for the piping                                                                  |
| 3          | systems?                                                                                                        |
| 4          | A Yes.                                                                                                          |
| 5          | Q And was the OBE controlling or limiting enywhere?                                                             |
| 6          | · A There may be a few instances where it was,                                                                  |
| .7         | stress values in the pipe.                                                                                      |
| andlC      | · ·                                                                                                             |
| .9         |                                                                                                                 |
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7673 1 Could you give us those examples? 0 WRB/wbl<sup>2</sup> No, siz. Again, I don't memorize that. The А stress levels are below the allowables that we need to judge 3 4 the pipe against. And that's kind of where it ends. 5 Do you have a percentage of how many times that 0 6 Sccurred? No, sir, but it would probably be small. 7 Α When you say "small," do you mean less than 3 0 9 five percent? Well, the same as before: it's very difficult 10 . A to put any kind of numerical value on it. It's little. 11 Were the input spectra to the OBE analysis of 12 0 the piping based on a vertical dynamic analysis? 13 Excuse me, sir. Mr. Gangloff was speaking to me 14 A and I missed your question. 15 I'll repeat. Q. 16 Were the input spectra to the OBE analysis of 17 the piping based on a vertical dynamic analysis? 18 A Yes, we had vertical spectra in our analysis. 19 Well was this accelerated up by elevations, or 20 0 did you use the floor level at all elevations? 21 Well the derivation of the vertical spectrum was А 22 used two-third of the floor. --excuse me; two-thirds of the 23 horizontal; excuse me, I'm sorry. 24 Of the horizontal at the floor? Q 25

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(Witness Esselman) For much of the piping the 1 Ά vertical spectra used was two-thirds of ground. For some of 2 RB/wb2 the piping the vertical spectra that was used was two-third 3 4 of the floor acceleration. 5 Mr. Eacher, are there any pipe snubbers in these 6 piping systems? 7 Yes, sir. A How was snubber failure included in the models, 8 0 in the seismic models? 9 The seismic models we did for our piping analysis 10 А did not include snubber failure. 11 Directing your attention to page 2, line 15, 12 0 how do you class A, B and C piping systems referred to in 13 FSAR Section 3.2 to correspond to design class 1 and 2? 14 (Witness Gormly) Mr. Kristovich, let me help Α 15 hRichard here. He doesn't do that. 16 Could you answer, Mr. Gormly, then, or could 0 17 one---18 'We had a panel here before where we discussed . А. 19 how systems are selected and which become vital systems and 20 which piping systems must be used. That panel, the people on 21 that panel provide the guidance. for the piping group in 22. selection of what classification they would then use. Then 23 based on, given the classification he would take over and 24 do the analysis and evaluate it against the appropriate strass 25

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1 levels for that class of piping. He would not determine 2 whether apipe ought to be a Class A or a Class B pipe. WRB/wb3 Maybe I was unclear in the question." I just want 3 to know -- and any panel member can answer this: Is there a 4 5 correlation between Class A, B and C piping systems and design 6 Class 1 and 2? 7 A (Witness Esselman) Yes, sir. Class A, B and C piping make up the Design Class 1. 8 So they're all Design Class 1? 9 Q Yes, sir. 10 A Directing your attention to page 3 of the 11 Q written testimony, at line 13, you begin a sentence on that 12 line and you state, "Generally the deadload bending stresses 13 are kept below 1500 psi per the recommendation of B-31.1." 14 And I'm a little unclear by your use of the term "generally." 15 Do you mean in every case? 16 (Witness Bacher) There's a recommendation in A 17 B-31.1 to maintain the deadload bending stress at approximately 18 less than 1500 psi. But the requirements of the code are that 19 the deadload stress plus the pressure stress be less than or 20 equal to the term S, which Dr. Esselman described yesterday. 21 I'd like to direct your attention to page 4 of Q 22 the written testimony at line 7. You state, "The K factor 23 is 2.4 for the Hosqri event." And then at page 8-8 of the 24 Hosgri Report .... 25

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|                | 1                | Do you have that there?                                           |
|----------------|------------------|-------------------------------------------------------------------|
| WRB/wb4        | 2                | A (Witness Esselman) Will you repeat the page                     |
|                | · 3 <sup>·</sup> | again, pleaso?                                                    |
|                | 4                | Q 8-8.                                                            |
|                | 5                | Under Section 2 on page 89, the second sentence                   |
| 1              | 6·               | states, "The allowable combined stresses were currently           |
| ( <b>4</b>     | 7                | accepted values for faulted conditions, 2.4 Sh for Class B        |
| -              | 8                | and C piping per ASME Code Case 1605-1, and 3.6 $S_h$ for Class A |
|                | 9                | piping, unchanged from the FSAR Table 5.2-13."                    |
|                | 10               | Could you explain this apparent contradiction?                    |
|                | 11               | MR. NORTON: Excuse me, Mrs. Bowers. That's the                    |
|                | 12               | second time Mr. Kristovich has said "this apparent contra-        |
|                | 13               | diction." It may not be an apparent contradiction to engineers    |
|                | 14               | who understand the terminology. It may be an apparent             |
|                | 15               | contradiction only to Mr. Kristevich. And I think it's an         |
|                | 16               | improper question. I haven't objected to it before, but the       |
| *              | i7               | question can be asked in a way which will prove whether or        |
|                | 18               | not there's a contradiction.                                      |
| • **** * • * * | <sup></sup> 19   | With MR. KRISTOVICH: "I'll rephrase the question."                |
|                | 20               | MRS. BOWERS: Well the objection is sustained.                     |
| .•             | 21               | You need a foundation here.                                       |
|                | 22               | BY MR. KRISTOVICH:                                                |
|                | 23               | Q Is there a contradiction between these two                      |
| Ō.             | 24               | statements that were read?                                        |
| <              | 25               | A (Witness Esselman) No, sir. This was discussed                  |

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7677 WRB/agbl yesterday and the criteria is correctly stated on Page 8-8 of the Hosgri Report. The testimony indicates that we did not flwsWRB/wb4 exceed a value of 2.4 She Q ... Mr. Bacher, are there any cases where the pipe -5 is allowed to go into the inelastic mode? Ş A The piping codes that were used have stress limits 7 which do exceed the yield stress. These are alloved by the 8 codes that were used. \_9. Q I'd like to direct your attention to page 7, **, 10**, lizes 8 and 9. 15-How did you verify that piping will retain their 12 pressure integrity in case of a postulated seisnic event? 13. A The piping codes that we use assure this. By 14 meeting the codes which are designed to protect the structure **1**5. integrity of the piping, we assure that the pressure integrity 16. of the piping will be maintained. ¥7. Mr. Bacher, was aging accounted for in the Hosgri 18 re-analysis of piping? 19 MR. NORTON: Sama objection as bafora, there's no .20 foundation that aging is a requirement. I thought Mr. Goraly .21 and Dr. Esselman laid that to rest on the last parel. 22 MRS. BOWERS: Wall the objection is sustained, .23 and primarily because of the use of the word "aging." Now 24. you may be able to get where you want to go. 25 BY MR. KRISTOVICH:

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Mr. Bacher, is aging required as part of the Hosgri WRB?agb2 Q 2 re-analysis? 3 (Witness Bachez) No. Ά Δ Is a re-analysis valid for 40 years? 2 . . . Q . . . . . 5 A Yes 6 Could you describe how service life of the piping 0 7. is taken into consideration? 8 (Witness Esselman) As we described in the dis-A 9 cussion on this subject from the last parel, this code, 10 as well as other codes, have built into it in the stress limits 13 and in the way the loads are combined and in the stresses 12 that need to be compared to the loads, a protection against 13 cyclic service, cyclic life and transients over the life of 14 the plant. Protection against that avant is inherent in the 1,5 codes that wa' used. 16 MR. KRISTOVICH: No further questions. 17. MRS. EOMERS: Mr. Tourtellotte? 18 MR. TOURTELLOTTE: No questions. 19 EXAMINATION BY THE BOARD 20 BY MR. BRIGHT: 21 I just have a minor clarification. Q 22. On Page Seven, you say: .23 "At least 900 to 5000 piping supports 24. have been or are being modified." 25. Is it fair to assume that, at most, the 4100 that

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are not being modified did not need to be modified and were WRB/agb3 shown to not need it because of your analysis? 3 А (Witness Gormly) I think those numbers came out .4 of the first-day testimony. And I whink what wa're saying ້2 is that all these pipe supports have been evaluated, they 6 have been verified, they do meet the criteria. We have to 7 modify at least 900 of them to meet the Hosgri-type loading. 8 Q But not the other 4100? 9 A Woll I think that's right, yes, not the other 10 4100. They have been verified, we don't think we have to 11 modify them, 12 Q All right. Thank you. 13 MRS. BOWERS: The Board has so further guastions. 14 Mr. Norton? 15 MR. NORTON: No redirect. 16 MR. KRISTOVICH: No further questions. 17 MRS. BOWERS: Mr. Touriallotta, did the Board's 18 questions stimulate you to vigorous further cross-examination? 19 MR. TOURTELLOTTE: Well it certainly stimulated 20 ma, but not to vigorous further cross-examination. 21 (Laughter.) 22 MRS. BOWERS: "Is that the last word? 23 MR. TOURTELLOTTE: I hops so. 24 (Laughter.) 25 MR. NORTON: Mr. Tourtellotte is a man casily

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|               |                |                                      | ,<br>7680                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | •   |
|               | tipp (a ch d   |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
|               | WRB/agb4       | stimulated, I can see.               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
| $\bigcirc$    |                | (Laughter.)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
| $\sim$        |                | MRS. BOWERS: Mr. Norton              | r this appears to and .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |
|               | 4              | . the panel.                         | · · · ·                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 14  |
|               | 5              | MR. NORTON: No, we have              | one more panel.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
|               | .0.<br>        | Electrical Equipment and Instrumenta | ttion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |
| (,,           | Ż              | MRS. BOWERS: Oh, yes.                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | •   |
| ~             | . <u>8</u> .   | MR. NORTON: We'd like t              | o take five bloutes while.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |
|               | <u>.</u><br>9- | we change panels.                    | , •                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |
|               | 70;            | · MRS. BOWERS: When you a            | ay five miautes, I hope                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |
|               | ŝŦ             | you maan five minutes. Everybody se  | ens to go see otter-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |
|               | 12             | · looking.                           | ,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |
| 5             | 1.3.           | MR. NORTON: I maan it,               | but I have so costrol over                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |
|               | 14             | the others.                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
|               | 15             | (Wit                                 | ness panal axcusad.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |
|               | 16             | MRS. SOWERS: Wall, wa'l              | l taka a fivo-minuto                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |
| ~             | 17             | recass.                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
|               | 18             | (Recess.)                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
| •.            | 19             |                                      | and the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second sec | • • |
|               | 20             |                                      | ·.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |
|               | 21             | •                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
| (*)           | 22'            |                                      | · .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | •   |
| $\checkmark$  | 23             |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
| Õ.            | 24             |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
| $\mathcal{O}$ | 25             |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
|               | •              |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |
|               | 2              |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |

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768Ľ, fls WRB WEL2/wel 1 MRS. BOWERS: Can we proceed? May I have your 1 2 attention, please? We'd like to proceed. MR. NORTON: Mrs. Bowers, I don't want to get into -3 a protracted discussion, but I thought we were going to hear about Dr. Brune. It really doesn't do us any good to not hear 5 6 about Dr. Brune until Monday sometime, because we have to get 7 our people here and we have to notify them so they can make 8 plane reservations, and so on. 9 Based on yesterday, we called last night and told. them it looks like you should be here Tuesday late afternoon 10 or Tuesday evening, because Dr. Brune will go on Wednesday 11 morning. And unless we get a change now, we certainly can't 12 call and notify them on Monday to be here Monday. 13 14 MRS. BOWERS: Mr. Kristovich? MR. KRISTOVICH: Mrs. Bowers, Mr. Fleischaker made 15 efforts yesterday afternoon and evening. He tried to contact 16 Dr. Brune's office and could not reach the secretary. 17 He contacted Dr. Brune's home. Dr. Brune's wife 18 wasn't there. Mr. Fleischaker spoke to his child who did not 19 know where Dr. Brune was ... 20 MRS. BOWERS: I thought Dr. Brune was in Texas. 21 . MR. KRISTOVICH: But we're trying to figure out 22 where in Texas, and Mr. Fleischaker wasn't able to ascertain 23 that. So as of now, the situation is still the same. 24 MR. NORTON: I thought Mr. Fleischaker said he had 25

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|                  | 1                                     | 7692                                                         | •    |
|                  | wel 2                                 | 7682                                                         |      |
|                  | 1                                     | talked to Dr. Brune yesterday, or day before yesterday, when | •    |
|                  | 2                                     | he was in Texas.                                             |      |
|                  | . 3                                   | MR. KRISTOVICH: I think it was before he went                |      |
|                  | 4<br>5                                |                                                              | 1 pr |
|                  | , 6                                   | MR. KRISTOVICH: So Mr. Fleischaker tried, but                | 1    |
| 24               | 7                                     | there's no change.                                           |      |
| ~                | . 8                                   | MR. NORTON: Well, then, we assume Dr. Brune will             | ,    |
|                  | 9                                     | be here Wednesday morning and we'll have our people here     |      |
|                  | 10                                    | Tuesday. Because, you know, there's no way we can            |      |
|                  | 11                                    | MRS. BOWERS: Was he going to continue to try to              | 1    |
| -                | 12                                    | reach Dr. Brune?                                             |      |
|                  | 13                                    | MR. KRISTOVICH: I'm sure he will. But as of now,             | -    |
| •                | 14                                    | I can only say the situation is the same.                    |      |
|                  | 15                                    | MR. NORTON: Our problem, Mrs. Bowers, is that if             |      |
|                  | 16                                    | we don't notify them now, there's no way they can get here   |      |
| ۲.               | 17                                    | Monday to be ready for Tuesday morning.                      |      |
| •                | 18                                    | MRS. BOWERS: Well, he's in Houston?                          |      |
| *# <b>\$</b> # # | · · · · · · · · · · · · · · · · · · · | MR: KRISTOVICH: I believe so. He's in Texas.                 |      |
|                  | 20                                    | (Laughter.)                                                  |      |
|                  | 21                                    | MRS. BOWERS: Well, so many of the scientific                 |      |
| $\bigcirc$       | . 22                                  | assemblies are at the Shamrock Hilton in Houston. And of     |      |
| $\bigcirc$       | 23                                    | course at a meeting like that I'm sure there's a bulletin    |      |
| Â.               | 24                                    | board for messages.                                          |      |
|                  | 25                                    | Well, you know, keep trying, and if you are able             |      |
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|                  |          | 7683                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                  | wel 3    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                  | 1        | to get in touch, do you know how to contact Mr. Norton?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                  | 2        | MR. NORTON: I'm in California.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                  | 3        | (Laughter.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| $\bigcirc$       | . 4      | MR. NORTON: All right. This is the final panel,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| τ.               | 5        | Electrical Equipment and Instrumentation. It is the same                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1                | 5        | three gentlemen we've had before. In addition, we have R.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                  | 7        | Alyn Young as the panel member who is going to summarize the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| ,<br>            | 8        | testimony.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| ŧ                | 9        | MRS. BOWERS: Is he the same person as Robert A.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                  | 10       | Young?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                  | 11       | MR. NORTON: Yes. That's Alyn.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| •                | 12       | (Laughter.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| . 🖳              | 13       | WITNESS YOUNG: May I comment that that's Alyn with                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                  | 14       | a "Y,"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                  | 15       | Whereupon,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| \$<br>\$         | 16       | H. JAMES GORMLY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                  | 17       | THOMAS C. ESSELMAN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| ,                | 18       | WILMER C. GANGLOFF                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| а<br>9<br>-      | 19       | and and a second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second s |
| r<br>•<br>•<br>• | . 20     | ROBERT A. YOUNG                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| •<br>•<br>•      | ·.<br>21 | Were called as witnesses on behalf of the Applicant and,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| $(\cdot)$        | . 22     | having been previously duly sworn, were examined and testified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                  | 23       | as follows:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                  | 24       | DIRECT EXAMINATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                  | 25       | BY MR. NORTON:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| ł<br>:           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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Δ WEL · 1' 0 Alyn, would you summarize the testimony, please? 2 (Witness Young) The purpose of the testimony is to Α summarize the programs undertaken by Pacific Gas & Electric 3 Company and Westinghouse to qualify the electrical equipment 4 5 for service at Diablo Canyon. 6 The equipment included in the program ranged from 7 power handling equipment, such as large circuit breakers and. 8 transformers, through safety function controlling equipment, motor starters, et cetera, and instrumentation and alarming 9 10 systems. 11 In 1968 and 1969 PG&E was proparing specifications 12 for equipment that included seismic qualifications which we felt were appropriate at the time. 13 We have lived always in a seismic zone, and have 14 always been aware of seismic concerns. 15 Westinghouse at that time was also developing 16 programs to qualify electrical equipment. 17 Around 1973 and 1974 the IEEE was developing a 18 new standard upgrading to current technological standards, and 19 included the advancements in technology to more adequately and 20 realistically qualify the equipment. 21 The new procedures in general included multi-22 frequency, multi-axis testing, more detailed monitoring and 23 more documentation. 21 When the Hosgri reevaluation program began, both 25

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PG&E and Westinghouse undertood to reevaluate the existing documentation to ascertain its relevance to the new situation and what qualifications it did provide.

These programs basically were conducted in two The first phase was to review the existing documentaphases. tion in light of the Hosgri requirements, and if found lacking a program was undertaken to demonstrate the adequacy of the equipment, using later technology and programs.

9 Part of the Westinghouse included justifying all 10 of the existing testing which they had done previously. This was done generally under the scrutiny or observance of the 11 12 NRC to demonstrate or to show that the testing that they had done was, indeed, adequate. 13

The second phase of their program included 14 verification to the NRC that their tests did, indeed; provide 15 qualification for the equipment specifically installed at 16 Diablo Canyon. 17

Most of this work has all been reviewed by the NRC Staff. They conducted "thorough audits at both our 19 facilities and at Westinghouse to verify this program and 20 the results.

In addition to testing the electrical equipment, .22 we reanalyzed the supports for our raceway system, which sort 23 of makes the system complete, so that we felt we could, indeed, 24 demonstrate that the total electrical equipment and 25

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7686 wel 6 1 appurtenances would be satisfactory. 2 The conclusions of all of this reevaluation we 3 feel demonstrates that the equipment is suitable for service 4 at Diablo Canyon. 5 Mr. Young, are there any corrections to the 0 6 testimony? 7 No, sir. Α 3 Does each member of the panel adopt the testimony Q΄ as their own? 9 (Affirmative indications from all panel members.) 10 A MR. NORTON: Let the record show that they all 11 said yes. 12 Mrs. Bowers, at this time we'd ask that the 13 testimony entitled, "Electrical Equipment and Instrumentation" 14 be physically placed in the record as though read, and the 15 panel is passed for cross-examination. 16 MR. KRISTOVICH: No objection. 17 MRS. BOWERS: Mr. Tourtellotte, the testimony has 18 been offered. 19 MR. TOURTELLOTTE: No objection. 20 MRS. BOWERS: The testimony will be physically 21 incorporated within the transcript as if read. 22 (Document follows:) 23 24 25

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TESTIMONY OF THOMAS C. ESSELMAN AND ROBERT A. YOUNG ON BEHALF OF PACIFIC GAS AND ELECTRIC COMPANY DECEMBER 4, 1978 DOCKET NOS. 50-275, 50-323

### ELECTRICAL EQUIPMENT AND INSTRUMENTATION

7 The purpose of the testimony is to briefly summarize 8 the content and extent of the work performed by Pacific Gas 9 and Electric Co. and Westinghouse Electric Corporation to 10 qualify the safety-related electrical equipment in the Diablo Canyon Nuclear Power Plant for the postulated Hosgri 11 12 earthquake. A program was undertaken to use current technology. 13 to seismically qualify all safety-related electrical equipment. This seismic qualification program and associated activities 14 meet the applicable requirements of 10 CFR 50 and 10 CFR 100. 15 16 The program included various categories of equipment such as 17 power handling equipment (i.e. circuit breakers, power transformers), power and safety function controlling equipment 18 (i.e. motor control, reactor control and protection systems), 19 20 instrumentation, including sensors, transmitters and indicators, 21 as well as emergency lighting and warning and alarm equipment. 22 A complete list is shown in Figure 1. The details of the 23 qualification program are provided in Section 10 of the 24 Hosgri Report.

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### Background

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In the late 1960's, PGandE engineering began 2 writing specifications for electrical equipment for Diablo 3 Canyon. Specifications written at that time included require-4 ments for seismic qualifications of all safety-related 5 equipment. Specifications were written in a manner reflecting 6 the state of the art for seismic gualification at that 7 period in time. At approximately the same time, when the 8 need to demonstrate the seismic adequacy of electrical 9 equipment became an industry wide requirement, Westinghouse 10 initiated the development of test methods to seismically 11 qualify this class of equipment. The methods developed by 12 Westinghouse ultimately became the national IEEE-344-1971 13 Standard and were adopted throughout the industry as the 14 method used to qualify equipment for nuclear power plant 15 applications. 16

Electrical equipment and instrumentation furnished 17 with the Nuclear Steam Supply System (NSSS) and similar 18 equipment and instrumentation in the balance of plant was 19 subjected to tests consisting of vibration testing of. 20 21 representative types of each major category of equipment -such as switchgear, process control cabinets, transmitters, 22 etc. The test inputs were severe, single frequency, single 23 axis inputs using a sine beat wave form. 24

The procedure for demonstrating seismic adequacy of the Diablo Canyon equipment was to take the peak floor

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acceleration in units of "gravity" (g's) at the equipment mounting location and compared that value to the largest test acceleration input applied near the building dominant resonant frequency. If the test acceleration was higher than the original Double Design Earthquake, the equipment was considered qualified. Figure 2 shows a comparison for the original seismic requirements at Diablo Canyon. Other equipment was considered qualified to the original requirements as a result of various testing and analytical methods employed at that time.

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In late 1973 and early 1974 the Institute of 11 Electrical and Electronics Engineers began a major rewrite 12 of Standard 344 and the revised standard was formally issued 13 as IEEE Standard 344-1975. The revised standard reflects 14 the advancement of the technology in the area of seismic 15 qualification by test which occurred between 1969 and 1975. 16 Briefly, the new requirements include: 1) multi-frequency, 17 multi-axis inputs which envelope the required response 18 spectra; 2) more elaborate and sophisticated electrical 19 circuit monitoring during the test; and 3). extensive docu-20 mentation for both the generic tests and later for the 21 application of the generic tests to specific plant require-22 ments. The major differences are summarized on Figure 3. 23 24 Hosgri Evaluation

As a result of the NRC requirements related to the postulated Hosgri event, PGandE and Westinghouse undertook a

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re-evaluation of all safety related equipment to current seismic standards. This re-evaluation was done in two phases. This is shown in Figure 4. Phase I consisted of reviewing the documentation which had been originally furnished by vendors to demonstrate seismic adequacy. This review consisted of comparing the existing documentation with the new requirements generated as a result of detailed structural analysis of the building and structures for the postulated Hosgri spectra (Chapter 4 of the Hosgri Report). This phase of the re-evaluation also included some in-situ testing at the plant.

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Phase II of the re-evaluation program consisted of 12 seismically testing in a laboratory that equipment for which 13 adequate qualification could not be demonstrated by review 14 of previously available documentation. Equipment was removed 15 from Unit 2 at Diablo Canyon and delivered to a testing 16 laboratory. Typical components representative of equipment 17 installed at Diablo Canyon were included in this program. 18 Types of equipment included in this program varied from 19 4,000 volt switchgear to dc batteries to control board push 20 buttons. Approximately 25 different components were included 21 in the test program. These components were divided into 22 seven groups and each group was tested to the required. 23 response spectrum which was derived from the analysis of the 24 various buildings and structures at Diablo Canyon and were 25

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representative of the location of the equipment in the plant. Figure 5 shows the equipment and groupings.

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This re-testing program was conducted in accordance 3 with current standards for seismic qualification testing which are IEEE Standard 344-1975, and Regulatory Guide 5 1.100. Each piece of equipment was mounted on a shake table. 6 in a manner representative of its actual mounting configuration. 7 in the plant and subjected to multi-frequency, multi-axis 8 test input vibrations. The response spectra of the shake 9 table motion enveloped the required response spectra which 10 was generated by the computer analysis of the plant structures 11 and is representative of the expected floor motion at the 12 location in the plant where the equipment is located. 13 Each piece of equipment was subjected to five tests simulating 14 the operating base earthquake (OBE) and two tests simulating 15 the postulated Hosgri earthquake and was then rotated 90 16 degrees on the table and the tests repeated. During all of 17 these tests the equipment was monitored for proper electrical 18 operation. After this series of tests, each piece of equipment 19 was checked and verified to be in correct operating condition 20 before being re-installed in the plant. The guidelines for 21 this post test check-out are shown in Figure 6. 22:

Prior to the Hosgri re-evaluation program and as a result of revision to IEEE Standard 344, the NRC began a supplemental review of all phases of the previous generic qualification tests performed to IEEE Standard 344-1971.

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The questions raised included: adequacy of the previously 1 used single frequency and single axis tests, adequacy of the 2 monitoring of electrical circuits during the tests, and also 3 the application of the tests to individual plant requirements. 4 To resolve the first two issues which apply to the generic 5 test methods applicable to any site, Westinghouse proceeded 6 with a supplemental seismic qualification program, which was 7 started in the spring of 1975 and completed in May of 1976. 8 The program, which is summarized in Figure 7, re-established 9 the adequacy of the prior generic tests as meeting the 10 intent of IEEE Standard 344-1975. However, the NRC did 11 require an additional effort to establish the adequacy for 12 an individual plant application, such as Diablo Canyon. 13 This was applied for equipment qualified by the "existing 14 documentation" option of Figure 4. The additional require-15 ments were that the prior tests, in terms of test response 16 spectrum (frequency content and amplitude), be adequate for 17 the Diablo Canyon requirements. A comparison of the test 18 response spectra and the required response spectra was made 19 and the results for each equipment design are summarized in 20 Section 10 of the Hosgri Report. Figure 8 presents a typical 21 comparison that shows the severity of the generic qualification 22 levels relative to the Hosgri requirements. 23 The generic qualification in general is greater by a factor of 2 at the 24 peak of the required floor response spectrum. 25

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In addition to the past generic reviews, for the Diablo Canyon equipment designs, a special review was conducted by the NRC Staff. . This special review consisted of a new review of the past qualification reports and a review of the plant specific comparison of the test response spectrum for each equipment design. Also, in January, 1978, the NRC Staff performed a detailed audit on specific equipment designs which involved a detailed review of actual test data and calculations. A summary of both the generic and plant specific program for NSSS scope equipment for the Diablo Canyon Plant was presented at the ACRS Subcommittee Meeting held in Los Angeles in June of 1977, and by the NRC Staff at the August, 1978 ACRS Subcommittee Meeting.

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In addition to the testing and qualification 14 program which we have just outlined for electrical equipment 15 and instrumentation, we analyzed the capability of the 16 supports for electrical raceways to withstand the postulated 17 Hosgri earthquake. As a result of such analyses, modifica-18 tions were made to 19 out of approximately 600 electrical 19 raceway support details. 20

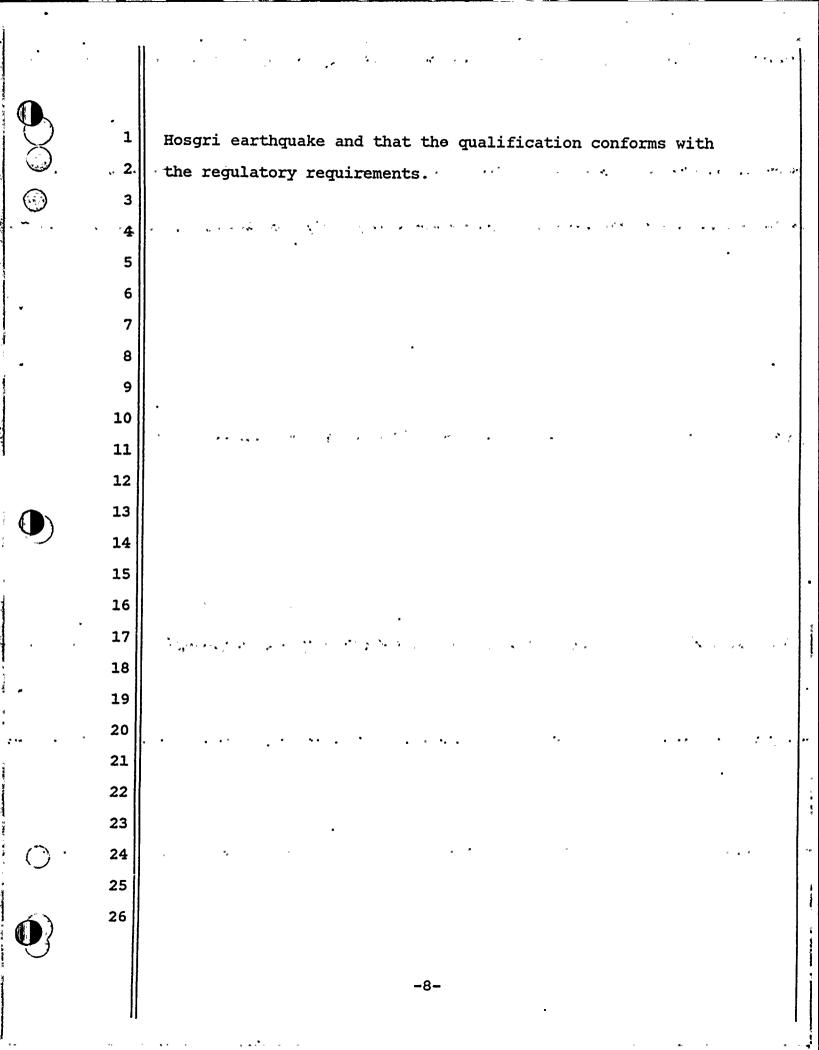
The conclusions from all of these various technical 21 reviews and the various testing programs conducted to the 22 latest industry standards are that it has been demonstrated that the equipment can perform its intended safety function 24 both during and after the occurrence of the postulated 25

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## FIGURE 1

# SUMMARY - SEISMIC QUALIFICATION OF CLASS IE INSTRUMENTATION AND ELECTRICAL EQUIPMENT

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| • •          | PARAGRAPH IN<br>HOSGRI REPORT | ITEM EQUIPMENT                                                               | -                        |
|--------------|-------------------------------|------------------------------------------------------------------------------|--------------------------|
|              | 10.3.1                        | 1. ANNUNCIATOR, MAIN                                                         |                          |
|              | 10.3.2                        | 2. AUXILIARY SAFEGUARDS                                                      |                          |
|              | 10.3.3                        | 3. BATTERY CHARGERS                                                          | · · · · · ·              |
|              | 10.3.4                        | 4. STATION BATTERY<br>BATTERY RACKS                                          | •                        |
| • • •        | 10.3.5.1<br>10.3.5.2          | 5. DC MOTOR CONTROL CENTER<br>SWITCHGEAR                                     |                          |
| . /          | 10.3.6                        | 6. DIESEL GENERATORS<br>6a. EXCITATION CABINET<br>6b. ENGINE CONTROL CABINET |                          |
| •            | 10.3.7                        | 7. ELECTRICAL PENETRATIONS                                                   |                          |
| •            | 10.3.8                        | 8. FIRE PUMP CONTROLLER                                                      | والمعاجر العربية المعالم |
| •            | 10.3.9                        | 9. HOT SHUTDOWN PANEL<br>(FISHER CONTROLLER)                                 |                          |
|              | 10.3.10                       | 10. STATIC INVERTER                                                          |                          |
|              | 10.3.11                       | 11. INSTRUMENT AC PANEL<br>(BREAKERS)                                        |                          |
|              | 10.3.12                       | 12. INSTRUMENT PANELS<br>PIA, B&C                                            |                          |
| (····) · · · | 10.3.13                       | 13. LOCAL INSTRUMENT PANELS<br>(INCLUDES SOLENOID VALVES)                    | • •                      |
| -            | 10.3.14                       | 14. LOCAL STARTERS                                                           | •                        |
|              | 10.3.15                       | 15. MAIN CONTROL BOARD<br>15a. SWITCHES AND INDICATORS                       |                          |

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# FIGURE 1 (CONTD) SUMMARY - SEISMIC QUALIFICATION OF CLASS IE INSTRUMENTATION AND ELECTRICAL EQUIPMENT

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|------------------------------------------|----------------------------|-------|------------------------------------------------------------------|------------------------------------------|
|                                          | NRAGRAPH IN<br>SGRI REPORT | ITEM  | EQUIPMENT                                                        |                                          |
| ·····                                    | 10.3.16                    | • 16. | NUCLEAR INSTRUMENTATION<br>SYSTEM                                |                                          |
| ·                                        | 10.3.17                    | 17.   | P& AP TRANSMITTERS                                               |                                          |
| •                                        | 10.3.18                    | 18.   | P& AP TRANSMITTERS                                               |                                          |
|                                          | 10.3.19                    | 19.   | PROCESS CONTROL &<br>PROTECTION EQUIPMENT                        | م<br>م به د ا                            |
|                                          | 10.3.20                    | 20.   | REACTOR TRIP SWITCHGEAR                                          |                                          |
|                                          | 10.3.21                    | 21.   | SAFEGUARDS RELAY BD.                                             | •                                        |
|                                          | 10.3.22                    | 22.   | SOLID STATE PROT. SYSTEM                                         |                                          |
|                                          | 10.3.23                    | 23.   | VENTILATION CONTROL,<br>LOGIC                                    |                                          |
|                                          | 10.3.24                    | 24.   | VENTILATION CONTROL,<br>RELAY PANEL                              |                                          |
| n an | 10.3.25                    | 25a.  | VITAL LOAD CENTER<br>AUXILIARY RELAY PANEL<br>FAN COOLER STARTER | an an an an an an an an an an an an an a |
|                                          |                            |       | 4160 - 480 VAC TRANSFORMER                                       | ø                                        |
|                                          | 10.3.26                    | 26.   | VITAL SWITCHGEAR (4.16KV)                                        |                                          |
| :<br>                                    | 10.3.27                    | 27.   | RESISTANCE TEMP.<br>DETECTORS                                    | 1                                        |
|                                          | 10,3.28                    | 28.   | SAFEGUARDS TEST<br>CABINET                                       |                                          |
| <b>•</b>                                 | 10.3.29                    | 29,   | CABLE TRAYS                                                      |                                          |
|                                          | <b>10,3.30</b>             | 30.   | LIMIT SWITCHES                                                   | • • •                                    |
|                                          | 10.3.31                    | 31.   | POTENTIAL TRANSFORMERS                                           |                                          |
|                                          | 10.3.32                    | 32.   | EMERGENCY LIGHT BATTERY PACK                                     |                                          |

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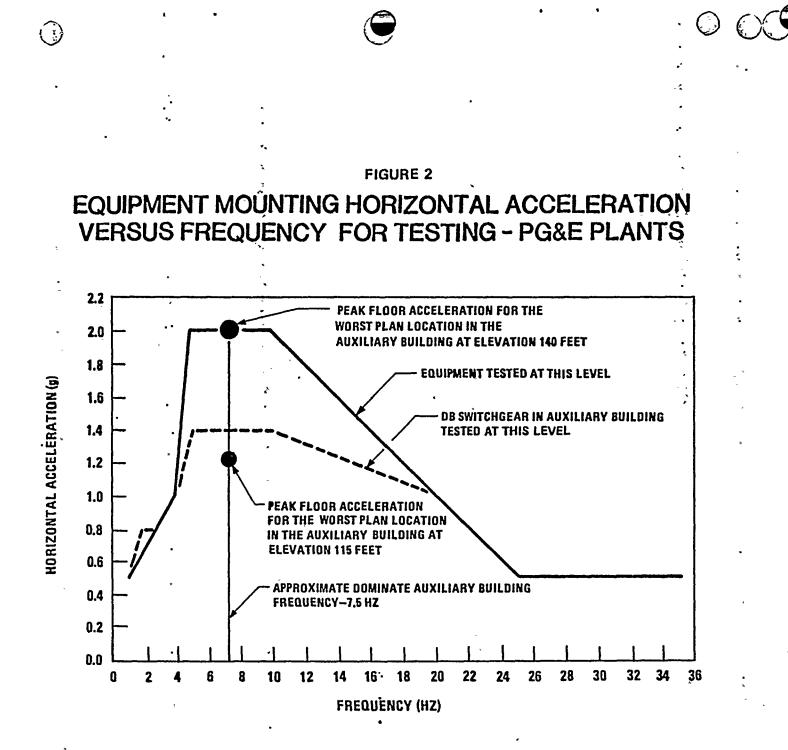
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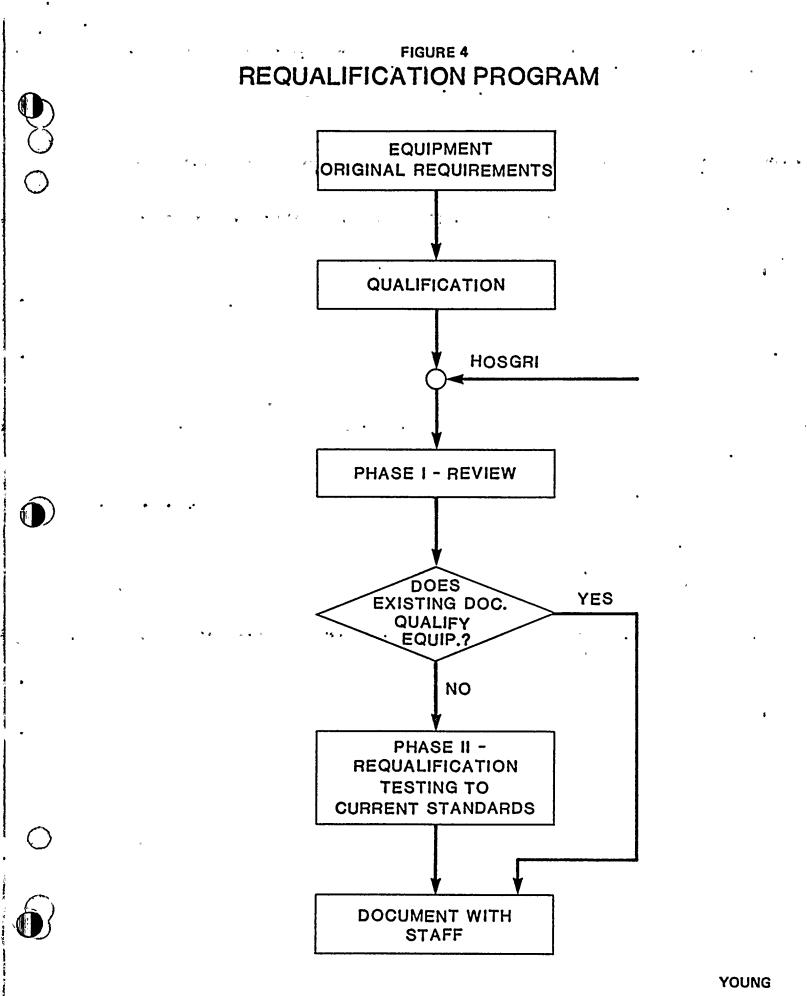
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### FIGURE 5

### PHASE II REQUALIFIED EQUIPMENT BY TEST GROUP COMPOSITION BY GROUPS

### GROUP I

4.16KV Switchgear Safeguard Relay Board Emergency Light System

### GROUP II

Diesel Generator Excitation Cubicle Diesel Generator Control Panel Door Diesel Generator Control Cabinet Sub-Panel with the following items mounted on the panel:

- 1. Differential Pressure Switch (two)
- 2. Contactor (one)
- 3. Switching Tachometer (one)
- 4. Time Delay Relays (two)
- 5. Relays (four)
- 6. Industrial Control Relays (four)

### **GROUP III**

Ventilation System Relay Sub-Panel Ventilation System Printed Circuit Board and Power Supply Annunciator Components (11)

### **GROUP** IV

DC Distribution Panel Battery Charger Turbine Lube Oil Starter Fire Pump Controller Local Starter (LPF 37) Battery Cells (two)

**GROUP V** 

Vital Load Center (480v) Fisher Controller Local Starter (LPG66) 100amp Breakers (two) Starters (seven) Auxiliary Relay Panel (480v Bus 2H) Auxiliary Relay Panel (Bus G)

### GROUP VI

Local Starter (LPF 36) Snap-Lock Limit Switch (two)

### **GROUP VII**

Switches (six) Ammeter

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# GUIDELINES FOR POST TEST CHECK OUT

FIGURE 6

The following guide lines were implemented prior to the Reinstallation of equipment which was seismically tested in off-site laboratories.

All non-functional portions of equipment were checked and, when necessary, repaired for any of the following which may have occurred during testing or shipping:

- 1. Check for any deformation of equipment or housing.
- 2. Check for indications of broken welds, such as cracked paint.
- 3. Check all screws and bolts for tightness.
- 4. Check for any frayed wire near sharp edges.
- 5. Check for any wires which may have loose terminations or are disconnected.

All functional portions of equipment were checked and tested as described below:

- 1. Check trip settings of all relays.
- 2. Check calibrations on all meters and instruments.
- 3. Check physical operation of all switches.
- 4. Check that all relays and printed circuit boards are properly connected in their sockets.
- 5. Do any special testing as required by the engineers (i.e., 8 hour discharge test on batteries)
- 6. Perform a Dry-Run-Test and Start-up test as a final check to assure that all equipment is fully operational in its' plant function.
- 7. Document everything which was checked, found in error (including the actual setting value) and all corrective actions taken.

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# FIGURE 7

# SUPPLEMENTAL QUALIFICATION PROGRAM FOR GENERIC EQUIPMENT

- DEMONSTRATE THE ADEQUACY OF THE 10 CYCLE PER BEAT SINE-BEAT
- NRC STAFF FIELD INSPECTION OF "AS-INSTALLED" EQUIPMENT
- DEMONSTRATION TEST PROGRAM
  - STATIC INVERTER AT 85% POWER WITH BI-AXIAL SINE-BEATS (1975)
  - FOXBORO PROCESS CONTROL EQ. BI-STABLES MULTI-FREQ. & AXIS (1975-76)
  - WCID 7100 PROCESS CONTROL EQ. BI-STABLES MULTI-FREQ. & AXIS (1975-76)
  - WCID 7300 PROCESS CONTROL EQ. BI-STABLES MULTI-FREQ. & AXIS (1975-76)
    - NIS CABINETS BI-STABLES MULTI-FREQ, & AXIS (1975-76)
  - TYPICAL RELAY REPORT

 COMPARISON OF SINE-BEAT RESPONSE SPECTRA TO ACTUAL INDIVIDUAL PLANT REQUIREMENTS FOR PLANTS REQUIRING CERTIFICATION TO IEEE-344-1975 fe. 

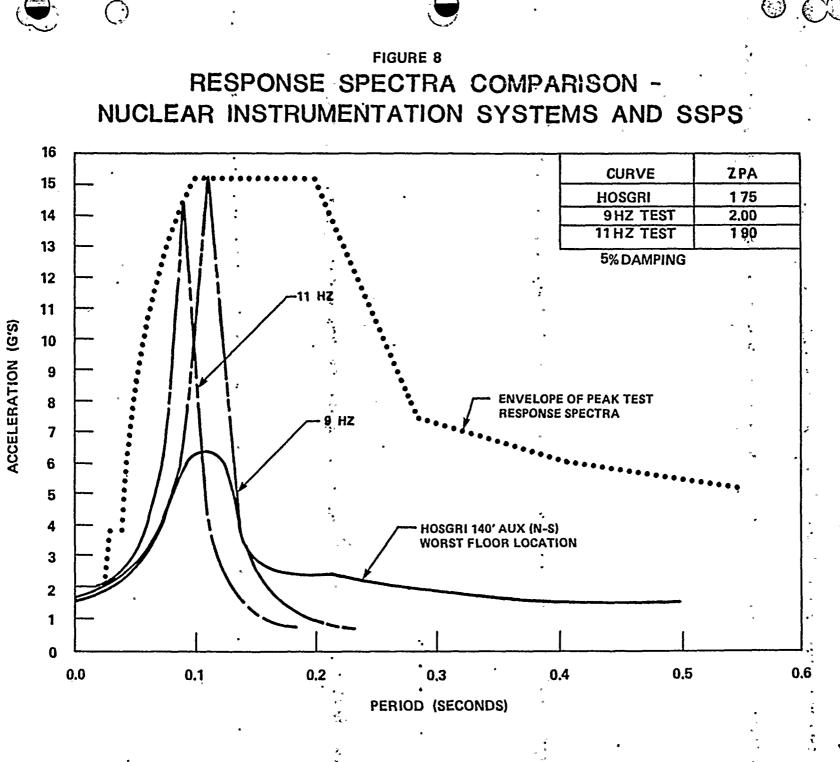
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|             | 1     | MRS. BOWERS: Mr. Kristovich?                                |        |
|             | 2     | CROSS-EXAMINATION                                           |        |
| . Q         | .: 3  | BY MR. KRISTOVICH:                                          | 3. s.e |
|             | . 4   | Q Mr. Young, directing your attention to page 7, line       |        |
| •           | 5     | 13, of the written testimony, what August 1978 ACRS Subcom- |        |
|             | 6     | mittee meeting are you referring to?                        |        |
| •           | 7     | A (Witness Young) That was the one held in Washington,      |        |
| -           | 8     | D. C. '.                                                    |        |
|             | 9     | Q Could it possibly have been in July, June or July,        |        |
|             | 10    | maybe?                                                      | ·      |
|             | 11    | A Possibly. There were like three meetings right in         | •      |
|             | 12    | close proximity there.                                      |        |
|             | 13    | MR. NORTON: So what?                                        |        |
|             | 14    | BY MR. KRISTOVICH:                                          | •      |
|             | 15    | Q Directing your attention to page 5 of the written         |        |
|             | 16;   | testimony at line 15, could you describe the OBE values     | r.1    |
|             | . 17  | utilized in the testing?                                    |        |
| *           | 18    | A (Witness Young) The OBE value used in the testing         |        |
| æ.          | · 19  | was taken to be 60 percent of the SSE value.                | •      |
|             | 20    | Q And how did you arrive at the figure 60 percent?          |        |
|             | 21    | A It was felt by the specialist at the testing              |        |
| <i>(</i> :, | 22    | laboratory to be an adequate value, and we consurred.       |        |
| <u> </u>    | 23    | Q What was the basis for your concurrence?                  |        |
|             | 24    | A It's my understanding that a 50 percent value is          |        |
|             | 25    | an adequate one. So 60 seemed to be even better.            | ÷      |
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7688 wel 8° 1 And what is the basis for the 50 percent figure 0 2 being adequate? A The SSE value for which we took the 60 percent was 3 4 the floor response spectrum developed by the Blume organiza-. and the second second second second 5 tion. And certainly 50 percent, or even 60 percent, was an 6 adequate value to represent an OBE. 7 Were DDE loads in some cases greater than Hosgri Q 8 loads? 9 A I don't understand that particular question. We 10 didn't evaluate the system on the basis of loads. 11 Q Mr. Young, were the DDE response spectra in some 12 cases greater than the Hosgri response spectra? I cannot answer that question. I was given the 13 A response spectra that we used for the test by the Blume 14 organization. 15 Can any other panel member answer that? 16, . Q Α (Witness Esselman) For this equipment, I can't 17 answer that without going back and reviewing it. I don't 18 have that information here. 19 Mr. Gormly? Q 20 (Witness Gormly) To my knowledge, I can't answer A 21 the question any better than Bob did. No, I really don't. 22 know. 23  $\Delta t$ (Witness Gangloff) I think there may be a problem Α 24 with the question. Inasmuch as this equipment was tested to 25

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7689 wel 9 a required response spectrum early on in the game, and then 1 that required response spectrum is compared with the floor 2 spectrum for whatever earthquake. 3 cases it was found necessary in the Hosgri 4 reevaluation to retest to a new higher required response 5 spectrum. That means that the floor response was higher not 6 only than the DDE, but also than the required response spectrum 7 used in the original test. 8 It's very difficult at this juncture for us to 9 remember whether or not the particular floor spectra were 10 higher. In some cases we had to change the test basis, and 11 in other cases the original test basis was suitably conserva-12 tive. 13 Now, whether that was because the DDE was higher 14 than the Hosgri, or whether it was because we were sufficiently 15 above the original DDE, it's difficult to answer that. . 16 (Witness Gormly) I might add, I think I like Wil's 17 answer better than mine. 18 .What you're trying to say is that the response : 19 spectra was enveloping what any of these test spectra these 20 people use, is that what you're saying? 21 (Witness Gangloff) That's right. More or less. A 22 (Laughter.) 23 We specified originally for the electrical 24 equipment a required response spectrum which would hopefully 25

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.7690 wel 10 1 envelope all the earthquakes associated with this, and in the 2 case of Westinghouse equipment a bunch of other plants. Muen you get to a particular plant with a particular earthquake <u>`</u>3 you look at the floor response spectrum and say, is the input 4 2014 required now higher or lower than the test input? If it's 5 6 lower, you say, fine, I'm gualified. If it's above, you say, 7 I need to test to a higher test response spectrum. 8 In some cases we had to retest equipment for the Diablo Canyon plant when we came upon the Hosgri earthquake. 9 In other cases, we did not. 10 It's difficult for us to sit here and say whether 11 the cases where we did not have to retest it was because the 12 Hosgri spectrum was lower than the DDE, or it was because our 13 envelope that we originally selected was sufficiently above 14 the DDE that even though the Hosgri was higher, it still was 15 within the envelope. : 16 Mr. Young, directing your attention to page 7, 0 17 line 17, -- well, actually lines 14 through 18, you talk 18 about raceway supports. 19 Are some raceway supports currently being reexamined 20 due to the possibility of inadequate material certifications 21 for the support material?. 22 A (Witness Young) I have no knowledge of that. 23 Mr. Gormly? Q 24 (Witness Gormly) I'm not aware of any investigation А 25

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of that nature.

2 Directing your attention to page 7 of the written Q 3 testimony, line 23, with regard to latest industry standards 4 which you mentioned there, does the seismic testing program 5 include the aging requirements as described in IEEE-323, 1974? 6 (Witness Young) No, it does not. А 7 Still on page '7 at line 23, and at the same time 0 8 I'd like you to get out SER Number 8, page 3-41, and on page 9 3-41 I guess I'm concerned with the last three lines of that 10 page. 11 On page 7 of the written testimony, beginning on 12 line 21, you state: "The conclusions from all of these various 13 14 technical reviews and the various testing 15 programs conducted to the latest industry -16-> standards are that it has been demonstrated that the equipment can perform its intended 17 safety function ... " 18 and then you continue. 19 And I'm wondering if, by the term "demonstrated" 20 you mean that various items are yet to be resolved by -- and 21 then on page. 3-41, SER-8, "submittal of additional information 22 or if necessary additional testing, or if necessary modifica-23 tion or replacement of the equipment." 24 It's quite a complex question. Can we shorten it A 25

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|            | wel 12                                | 7692                                                        |         |
|            | . 1                                   | up, or put it all together?                                 | -       |
|            | 2                                     | $\Omega$ Sure. I guess I'm asking: Does "demonstrated" as   | -       |
|            | 3                                     | you use it mean outstanding matters can be resolved by sub- | -       |
|            | 4                                     | mittal of additional information or additional testing or   | . في عل |
|            | 5໌                                    | modifications?                                              |         |
|            | , 6                                   | A Yes, it does.                                             |         |
| ب          | 7                                     | MR. KRISTOVICH: No further questions.                       |         |
| A          | 8                                     | MRS. BOWERS: Mr. Tourtellotte?                              |         |
|            | 9                                     | MR. TOURTELLOTTE: No questions.                             | ц       |
| -          | 10                                    |                                                             |         |
|            | 11                                    |                                                             |         |
|            | 12                                    |                                                             |         |
|            | 1.3                                   |                                                             |         |
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| ТС),       | 17                                    |                                                             | ĺ       |
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| <i></i>    | 19                                    |                                                             |         |
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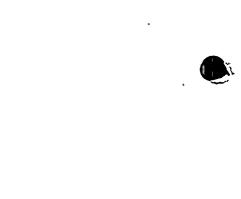
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|-----------------------|-----|-------------------------------------------------------------|---|
| /.                    |     | 7693                                                        |   |
| JWEL/mpbl             | 1   | MRS. BOWERS: The Board has no questions.                    |   |
| $\overline{\bigcirc}$ | 2   | MR. NORTON: No redirect.                                    | ) |
|                       | 3   | MRS. BOWERS: May the panel be excused?                      |   |
|                       | 4   | (Laughter.)                                                 |   |
|                       | 5   | MRS. BOWERS: I mean, are you asking?                        |   |
|                       | e.  | MR. NORTON: Yes, yes to both questions.                     |   |
| ****<br>              | 7'  | MRS. BOWERS: You're the one that knows whether              |   |
| 1<br>70               | 8'` | some of them are going to be in attendance.                 |   |
| 1                     | 9   | MR. NORTON: No. That concludes our direct case.             |   |
| د.                    | 10  | The ball is now in Intervenors' court.                      |   |
| 1                     | 11  | MRS. BOWERS: The witnesses are excused.                     |   |
| _                     | 12  | Any objection, Mr. Kristovich?                              |   |
|                       | 13  | MR. KRISTOVICH: No objection.                               |   |
|                       | 14  | MRS. BOWERS: Mr. Tourtellotte, any objection?               |   |
| •<br>1                | 15: | MR. TOURTELLOTTE: Certainly not.                            |   |
| # <sup>1</sup> *      | 16  | (The panel excused.)                                        |   |
| ,<br>,                | 17  | MRS. BOWERS: Is there any other matter that we              |   |
| <b>`</b>              | 18  | could take up at this time?                                 |   |
| s•                    | 19  | MR. NORTON: I don't believe so.                             |   |
|                       | 20  | MR. TOURTELLOTTE: Have we decided what we're                |   |
|                       | 21  | going to do next week, then? Are we going to start out with |   |
| ~                     | 22  | Mr. Hubbard Monday morning?                                 |   |
|                       | 23  | MR. KRISTOVICH: That's our intention.                       |   |
|                       | 24  | MR. TOURTELLOTTE: And then ever how long that               |   |
|                       | 25  | takes, we'll go to Dr. Brune, if and whenever he gets here? |   |
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7694 MR. NORTON: Am I to understand that we're going 1 WEL/mpb2 2 to start with Mr. Hubbard Monday mozning and then we only 3 have Mr. Hubbard until Wednesday morning? I mean, then we 4 have Dr. Brune and there's nothing in between? 5 MR. KRISTOVICH: That's our understanding. 6 MR. NORTON: Well, we're going to have a lot of 7 dead time. 8' MRS. BOWERS: It's not dead time for us. Wo're 9 going to be preparing for cross-examination of Staff witnesses 10 Well, we suggested that there might be a possib-11 ility that Dr. Brune, if contacted, could get here earlier 12 than Wednesday morning. 13 MR. KRISTOVICH: Well, I have nothing to add to 14 what I said before. 15 MRS. BOWERS: And the Staff is still of the opin-16 ion that they want to proceed with their entire case without interruption? 17. MR. TOURTELLOTTE: Well, we're really in a posi-18. tion where we have acone available on those days, Menday 19 and Tuesday. 20 The one person that we discussed having available 21. with Mr. Fleischaker, although Mr. Fleischaker didn't really 22 know whether he even had any questions for him, was Dannis 23 Allison, and he has pneumonia, and I can't do anything about 24 It's a little late in the game to change project 25 that.

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7695 🛓 1 managers for purposes of getting the SER in the record. mpb3 2 And I asked David yesterday, David Fleischeker, if there were any questions for Dennis, because we have З 4 actually stipulated that the SER is in the record. So if 5 he has no questions for Dannis, that has some bearing upon 6 who I put on first. There's no reason to put Dennis on if there are 7 8 no questions, unless the Board wents him on, or the Applicant. wants him on. 9 10 So I really have to ---11 MRS. BOWERS: But he won't be here until Wadnesday 12 anway, right? MR. TOURTELLOTTE: Right. 13 The doctor told him not to travel until Wednesday. 14 And he agreed, howaver, that he would be here Tuesday night 15 anyway, against his doctor's orders. So he will be here and 16 available on Wednesday. 17 MRS. BCWERS: I don't know what else to do except 18 plan to start out with Mr. Hubbard Wednesday morning, and than 19 hopefully contact can be made with Dr. Brune and he can pull 20 up a day or so, a day anyway, on his appearance. 21 But of course, Mr. Norton and Mr. Tourtellotte 22 need to be informed if that's possible. 23 MR. KRISTOVICH: Fine. 24 MR. TOURTELLOTTE: And another thing is, like, if 25

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|                                            |     | 7595                                                           |
| WEL/mpb4                                   | 1   | Dr. Brune comes on Tuesday, I have some technical people who   |
| ()<br>Ç                                    | 2   | will be in Las Vegas, and they will have to cancel out of      |
|                                            | 3   | their méetings in Las Végas.                                   |
|                                            | 4   | If, on the other hand, he's not going to be here               |
|                                            | 5   | on Tuesday, they won't cancel out of their meetings. So        |
|                                            | 6   | it's important to                                              |
|                                            | 7   | MR. NORTON: Yes, that's the same with us. Our                  |
| (<br>( <b>र</b>                            | 8   | people have other things to do, of course, but they will stop. |
| <b>f</b><br>                               | 9   | doing those things and be here if Dr. Drune is going to be     |
|                                            | 10  | here. But we've got to know that. We can't tell them to        |
| 8                                          | 11  | cancel and then come here and sit and wait for Dr. Brune for   |
| •                                          | 12  | two days.                                                      |
|                                            | 13  | MRS. BOWERS: I don't know that anything further                |
|                                            | 14  | can be accomplished now.                                       |
|                                            | 15  | But you will get in touch if you find that the                 |
|                                            | 16. | schedule changes for Dr. Brune.                                |
| 1                                          | 17  | MR. KRISTOVICH: Yes.                                           |
|                                            | 18  | MRS. BOWERS: Is there any other matter before we               |
| •<br>• • • • • • • • • • • • • • • • • • • | 19  | recess for the day?                                            |
|                                            | 20  | (No response.)                                                 |
|                                            | 21  | MRS. BOWERS: Mr. Norton, any other matter?                     |
|                                            | 22  | MR. NORTCM: NO.                                                |
|                                            | 23  | MRS. BOWERS: Mr. Kristovich?                                   |
| ۵.                                         | 24  | MR. KRISTOVICH: We have no other matters.                      |
|                                            | 25  | MRS. BOWERS: Hr. Tourtellotte?                                 |
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| WEL/mpb5 1  | MR. TOURTELLOTTE: No.                                                                                                                                                                                                                 | ı<br>L  |
| 2           | MRS. BOWERS: We will recess for the day.                                                                                                                                                                                              |         |
|             | And I didn't check, but I think we can leave our                                                                                                                                                                                      |         |
| 4           |                                                                                                                                                                                                                                       |         |
| 5           | (Whereupon, at 11:35 a.m., the hearing in the                                                                                                                                                                                         | -       |
| 6           | above-entitled matter was adjourned, to reconvene at                                                                                                                                                                                  |         |
| 7           | 8:30 a.m., January 8, 1979.)                                                                                                                                                                                                          |         |
| 8           |                                                                                                                                                                                                                                       |         |
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